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ABSTRACT

The document--80% of which consists of appendixes--presents the final report of Project AID (Assistance for IEP Development), designed to assist schools in Montgomery County, Pennsylvania, in the initiation of the individualized education program (IEP) process for handicapped students. Intensive training programs were devised for personnel in each of 22 public school districts and 8 approved private schools at all levels of role positions (including teachers, administrators, and other specialized staff). Apart from training, technical consultation also formed a major part of the project. Specialized IEP forms, miscellaneous publications, and administrative policies for conducting IEPs in different settings were also developed by the project, and are included in the report. Monitoring information is presented on all phases of service that were designed to serve as a role model for the coming years of IEP implementation in such large regional educational service agencies. Efforts aimed at multiagency and multiregional collaboration are also described, along with the results of some extensive surveys of IEP practices conducted at the state and national levels. (Author/DLS)

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FINAL TECHNICAL REPORT

PROJECT AID: ASSISTANCE FOR IEP DEVELOPMENT

PROJECT TRAINING MATERIALS, ACTIVITIES, EVALUATION RESULTS, AND NATIONAL AND STATE SURVEYS

by

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ABSTRACT

This Final Technical Report presents an intensive description, analysis, and evaluation of all IEP-related activities that occurred during the historic first year of IEP implementation (1977-1978). This report captures all of the trials and tribulations of a very large regional educational service agency and its 22 public school districts and 8 Approved Private Schools, as they attempted to cope with procedures which had never been implemented prior to this time. Intensive training programs were devised for personnel in each of these groups of agencies (at all levels of role positions, including teachers, administrators, and other specialized staff). Carefully recorded monitoring information is presented on all phases of service that were designed to serve as a model for the coming years of IEP implementation in such large regional educational service agencies. Apart from training, technical consultation also formed a major part of Project AID. Specialized IEP forms, miscellaneous publications, and administrative policies for conducting IEPs in different settings were also developed and are included in this report. Efforts aimed at multi-agency and multi-regional collaboration are described in this report. Finally, the results of some extensive surveys of IEP practices were conducted at the state and national levels.

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SECTION 1: INTRODUCTION

In response to the new needs created by the implementation of Public Law 94-142, Montgomery County Intermediate Unit submitted proposals for two grants (both under the ruberic of Project AID: Assistance for IEP Development) to fulfill these purposes. Funded under EHA-B was Project AID II, a project designed to assist public school agencies in the initiation of the Individualized Education Program (IEP) process for their special education students, while Project AID I was funded under P.L. 89-313 to serve special education students in Approved Private Schools (hereinafter referred to as APSs) in the county.

This report provides information on the activities and accomplishments of both grants, called collectively Project AID.

SECTION 2: PROJECT GOALS AND PURPOSES

The major goals of this project were to provide awareness, support, and technical skills to the various target groups in the conceptualization and development of the IEP document. The extent of these objectives included the education of individuals in educational contexts, and the provision of general awareness to the community at large. Perceived in this manner, the wide variety of project goals required a multi-phase approach which would shift the focus of activities to different consumer groups as the project progressed.

It should be noted here that the original timelines established in June-July 1977 had to be radically shifted when the state unexpectedly advanced the compliance deadline to October 1, 1977, one full year earlier than anticipated. The following discussion of project objectives and activities largely reflects the revised project objectives designed to meet this new schedule of compliance. Certain activities had to be dramatically compressed from months into days. To provide some background on the original project objectives, a short section has been included to describe the activities of July and early August, 1977.

SECTION 3: ACTIVITIES OF SUMMER, 1977

Under the original timelines the project staff and director established a basic outline of project priorities in order to develop a cohesive organizational and informational network. All phases under the original design were intended to assist the several target groups to deal with the IEP document and other requirements of P.L. 94-142. It was realized that carefully devised groundwork efforts would be of primary concern during the first half of the year, with actual writing of initial IEPs to begin only after a knowledge base had been fully established. Efforts in this regard had been started during early summer through the establishment of a contact person network system, and through individual meetings with administrators. Individual district meetings were held with small groups of personnel from each of the twenty-one functioning school districts. Special group meetings were held with APSs, residential care facilities, and area vocational-technical schools in the county to determine individual needs relating to IEP implementation (Appendix A). Project AID requested that to efficiently communicate information, one individual be selected as a contact person for the duration of the year. This network would then enable information regarding all phases of operations to be centralized in each district and easily communicated to others in the schools. Even though much of the planning which had been accomplished during this phase was by necessity disregarded, the district contact network which had been established was vital in quickly disseminating information throughout the year. Those individuals who were selected as IEP contact people are listed in Appendix B.

The week before school began, official notification was received from the Pennsylvania Department of Education that the deadline for compliance had been changed one year earlier than had been thought, to October 1, 1977. Only

four weeks were available in which to try to provide introductory training and assistance to all sectors of the educational and parent community. During this time the actual IEP document was also required to be developed for all special education students. Needless to say, organizational revisions in the priorities of the project were required immediately. Activities were condensed in order to present only the most vital information. All previously designed steps were reviewed to retain only those which were considered essential to the completion of IEPs by the deadline on the part of the teachers.

During this crucial change-over period, the communication of timely and appropriate information and the mobilization of resources were imperative. Even disseminating to all teachers and administrators in the county the fact that the deadline was changed required a massive organizational effort. In fact, the process of communicating the information regarding this change, re-establishing activity schedules, dealing with the enormous number of unanswered questions, and then establishing a viable schedule for the immediate mass-teacher training sessions, was one of the most trying efforts of the project year. The use of the pre-established IEP contact network enabled project staff to carry out the communication required at this time.

SECTION 4: GENERAL ACTIVITIES DURING THE 1977-1978 SCHOOL YEAR

In order to meet the challenge presented by the changed timelines of the project, the Project Director and Trainer/Facilitators re-established the major project activities to follow a four-phase plan.

Phase one focused on the provision of vital information to all groups involved in the IEP development process. The largest effort was directed to teachers of special education students. However, much informational material also had to be channeled to both parents and school administrators to prepare them for their required input into the IEP planning conference.

Phase two (November and December, 1977) then turned the focus of project efforts to special education parents, supplying detailed information on all the ramifications of P.L. 94-142, and the meaning of the IEP process.

During January and early February, 1978, attention then was directed toward the provision of support to those educational personnel who were or would be acting as LEA representatives for IEP planning meetings. During this third phase of activities, information was provided on both the legal and educational background necessary for these individuals to function effectively.

Finally, in the fourth phase of project operations, February to June, 1978, efforts were again focused on the classroom teacher. In this period, extensive detailed information was provided as well as individual counseling on problems that were encountered during the year in the IEP process.

Throughout the entire project year efforts were made to provide general community awareness, and to act as a positive source of information to all interested groups and individuals.

For accountability purposes detailed records were maintained throughout

the project year regarding the training provided. The reader is referred to Appendix C, which contains for each Trainer/Facilitator the training sessions which were conducted, the individuals involved, along with references to materials utilized in these sessions. Information in these listings was obtained originally at the request of the Pennsylvania Department of Education, and is presented for completeness of project reporting. The material is presented chronologically and thus shows how the emphases changed over the months with regard to topics and/or target groups.

Although each phase of activities had a primary focus, various degrees of overlap among topics occurred throughout the year. In the following sections, content of training and additional services are organized around each major consumer group. Details regarding the dates and individuals trained for each activity described in these following sections can be found in the accountability listings of Appendix C.

SECTION 5: PROJECT AID SERVICES TO TEACHERS

PHASE I

When the news was received that the deadline for completion of all IEPs for handicapped students had been changed to October 1, 1977 (that is, a year earlier than had previously been announced to Local Education Agencies (LEAs) by the Pennsylvania Department of Education), immediate training efforts were directed toward those individuals responsible for writing the documents, primarily teachers of handicapped students. Because of the dual funding of Project AID (that is, EHA-B and P.L. 89-313), project staff were responsible for special education teachers in both the public and private domains. Estimates put this number of teachers in need of training at approximately 625 for the county.

In viewing this task at the start of the year, project staff were immediately aware that logistical problems existed in developing, duplicating, and disseminating training materials and appropriate IEP forms, and in providing training quickly enough to allow adequate time for actual IEP writing on the part of each teacher. Mobilization of educational personnel was made more difficult within this timeframe because schools had not yet convened for the year when the change in IEP completion deadline was announced. Additionally, a two-week strike on the part of one district further delayed project attempts to efficiently schedule planned training sessions.

As opposed to the individual teacher training which was originally planned, Project AID staff developed presentations for mass teacher inservice sessions during the first three weeks of September. Because the amount of time was limited, teachers were grouped according to exceptionality, and multi-district presentations were given in central locations. This process allowed a manageable reduction in the numbers of presentations, while providing maximal homo-

geneity of topic.

These one-day workshop sessions covered a wide range of information, but primarily focused on material which was needed to properly conduct IEP planning conferences and produce a quality and meaningful IEP document.

In general, presentations gave information on Project AID (Appendix D) as well as the major points of the new law and guidelines (Appendix E); reviewed the forms which were to be used in constructing an IEP and how to use them (Appendix F); discussed teacher procedures for parent conferences (Appendix G); and discussed in detail the necessary content of the IEP document (Appendix H). Much of the information which was presented at these intial teacher meetings was received and/or adapted from materials developed from National Learning Resource Center of Pennsylvania (NLRC/P). Input from this source was invaluable in preparing detailed workshop materials on short notice.

After the presentation and time for individual questions on the procedure, each teacher was given the opportunity to write an actual IEP for one of his/her students. This allowed each teacher a supervised situation in which to become initially familiar with the basic process of IEP development.

Concurrent with the teacher inservices during the hectic Phase I period, Project AID staff also provided support in the area of assisting the scheduling of mandated IEP conferences. Mass mailings of conference invitations were made to parents of special education students, for IU programs, districts, and APSs which requested this service during the first weeks of September. To alleviate some of the paperwork involved in this notification procedure, AID staff obtained class lists, and addressed and packed informational mailings to parents. Included in the mailing was a form letter and return stamped envelope regarding the IEP conference (Appendix I). Scheduling of individual conferences was not handled by Project AID but by actual Division of Special

Education staff.

Further teacher assistance was provided in Phase I through responding to individual problems and questions which were handled by the Trainer/Facilitators in person and by telephone. As can be seen by the chart of telephone inquiries (Appendix J), over 150 calls from teachers were received and handled during the first two months of Project operations. Additional individual questions were handled in person either in the schools or at the Project AID office.

Throughout the project year, assistance and support were provided through Project AID funds which supported paid teacher release time. Each teacher of special education students in IU, district, and APS schools was provided with four days of release time away from classroom duties to write initial IEPs. Without such allocations the crushing amount of research and writing time needed to complete the IEPs required would have been impossible. Each local school agency was able to use the four-day allocation as best suited their individual staff IEP needs. Supervised after-hours writing sessions were available at the IU if the teacher wished extra payment, or actual substitutes could be hired for release time. The availability of this option continued throughout the entire project year.

PHASE II

As stated previously, Phase II efforts of the project focused on parent training. Nevertheless, support and assistance for teachers in public and private schools in the county continued in several areas.

As previously was the case, responding to telephone and personal inquiries on problems related to IEPs was continued by the Trainer/Facilitators. Moreover, release time for writing or rewriting IEPs and processing new referrals continued.

PHASE III

During the intensive LEA representative training, which took place during this third phase of operations, teachers were provided with indirect services through the more intensive support which could now be offered by school administrators. The LEA training provided many school personnel with increased information which could be used to deal effectively with parents and students in special education. As this phase ended, many teachers were beginning the review/revision process, and through Project AID efforts, parents and LEA members were able to more effectively engage in the conferences involved.

PHASE IV

In this last phase of first year operations, teachers were directly served through individual and structured assistance by Project Trainer/Facilitators on the development of IEPs. During Phase III, each Trainer/Facilitator established a written service agreement with district and IU programs under his/her exceptionality area which specified the individual assistance to be given during Phase IV. Appendix K contains a sample of these written agreements for Trainable Mentally Retarded programs.

During the specified individual assistance sessions, teachers were encouraged to bring up specific problems which have been encountered in the IEP development process. Questions on testing, writing, conferencing, and review and revision steps were handled on a case-by-case basis during these interactions.

In preparation for this additional phase of teacher training, project staff had produced a manual for teachers which consolidated information on all aspects of the IEP. This manual (The IEP Handbook: A Manual for the Implementation of P.L. 94-142) represented a monumental effort of all project staff to coordinate and organize all important resources and information which would

assist current and new teachers with the IEP process. The Handbook, provided in Appendix L, was one of the most noteworthy products of the project, and will continue to be of value to the educational community in the future. The completeness of this publication gives a firm basis for the IEP training which will be conducted in the upcoming year and is a reflection of the quality training which was received by teachers. A copy of the Manual was given to every IU, APS, and district special education teacher in the county, as well as to county school and IU administrators, supervisors, and county school board members. Additionally, a reference copy was placed in each school building and several copies were distributed to area human service agencies.

Over all four phases of project operations, the provision of sufficient support and information to the implementers of the IEP process remained a priority with all staff. Although it was inevitable that negativity regarding the increased burden of paperwork was evidenced, the activities of Project AID assisted considerably in smoothing the sudden implementation of this complex law.

SECTION 6: PROJECT AID SERVICE TO PARENTS OF SPECIAL EDUCATION STUDENTS

PHASE I

The lack of any advance warning given in the change of IEP implementation deadline from September, 1978, to October, 1977, unfortunately negatively affected parents of handicapped children to some extent. This vital group of individuals was a major target for indepth and intensive preparation for a new role in all aspects of education. Disregarding the obvious need for preparation in this area, the state's revised deadline mandate left Project AID staff with no option but to inform parents quickly of the basics of the new law, their rights, as well as their responsibilities in the IEP development process.

In the first weeks of September, project staff, in a mass-mailing to all parents of IU, APS, and district parents, sent information regarding P.L. 94-142 and the parent involvement in IEP development. The brief information sheets (Appendix M) were included in the contact letters which requested immediate participation in the preliminary IEP conference for their child. Additional basic support was provided after this intial mailing during Phase I through the handling of parents' telephone inquiries by project staff, and through the establishment of parent contact persons who acted as liaison through the AID Parent Advisory Group, which met with the project at various times through the year.

Parents were indirectly assisted through the inserviced teachers, with whom they met for preliminary IEP conferences. Many questions which arose at this time were able to be answered by individual teachers through their previous contact with project training sessions.

Although the basic information was able to be disseminated to parents

during this initial phase, the background information and understanding which this consumer group should have received was not possible. It was unfortunate that this group, who were to receive primarily benefits from this law, were thrown into their new responsibilities with inadequate preparation, due to the very constrictive timelines. Not until after each IEP document was in place could parents be given adequate training for the IEP process.

PHASE II

After October 1, parents of handicapped children became the target group for Project AID activities. Mass parent training workshops, similar to those presented for teachers, were organized by geographic location and exceptionality of child. A central location was selected for each evening session, combining four adjoining districts in the county, and exceptionalities were grouped to ensure common interests among the participants. Parents were invited to attend these sessions through informational flyers which were sent home with the children.

The series of twelve parent workshops, scheduled from October 12 to November 21, 1977, were designed to communicate a wide range of information regarding P.L. 94-142 and its implications for each child's individual education. Each session included general presentations by project staff, followed by a large scheduled block of time for questions and answers. Information in the introduction included an overview of Project AID, and a review of many of the educational terms used in discussing the IEP process. Following this a presentation was made which detailed the procedures for parent involvement in the IEP process and explained the content and objectives of the planning conferences. Materials used in the parent training sessions are included in Appendix N. Parents also received during these meetings a

parent brochure (Appendix O) which had been developed by Project staff. These pamphlets provided parents with a brief review of concepts which could then be referred to at a later time.

After the question and answer period, parents were asked to respond to a survey which solicited ideas for future parent involvement, and interest in additional informational sessions on this topic. Written comments from the survey are included in Appendix P.

During this time the Project AID Parent Advisory Group also established its areas of responsibilities and began a series of regular meetings. Members of this committee were encouraged to become familiar with all aspects of the IEP process, and the general operations of Project AID, in order to act as informational resource individuals for other parents, and as formative input for Project AID policies. As noted on the agenda listing (Appendix Q), feedback regarding the structure of IEP forms was of interest, as well as subjective opinions on actual benefits of the IEP for parents.

A major cooperative effort between some other IU parent group members and Project AID staff resulted in a major work product, entitled The Parent Handbook (Appendix R). This high quality booklet encompassed a massive amount of information directed toward the parents of exceptional students, but also was of potential interest to other individuals in the community.

During the 1977-1978 school year another federal project operating at Montgomery County Intermediate Unit also dealt with increased parental involvement in special education. A BEH-funded program, Partners in Education (PIE), held a parent workshop series to familiarize designated parent resource contacts with the new federal laws regarding handicapped individuals, their objectives, methods of implementation, and implications for

further parental educational involvement. These trained parent resource individuals were then to act as contact people for other parents in the county, and in this way facilitate a multiplier effect for information regarding IEPs. Several trainer/facilitators from Project AID delivered presentations to Project PIE parent groups during the beginning of the school year, and provided advice to Project PIE staff during the remainder of the project operation.

PHASES III AND IV

During the remainder of the project year, the education and support of parents continued to be a major project goal. Through interactions with parents by telephone, in person, and through a number of established advisory groups with parent members, much information was disseminated and feedback received regarding the IEP process.

Two parent pamphlets were designed and written by staff members and reproduced and distributed in late May. These brochures were developed to separately cover the areas of Newly Identified Special Education Students (Appendix S) and the process of Review/Revision (Appendix T). These brochures were allocated to all districts, APSs, and IU operations. Several hundred of these brochures were provided and disseminated by the end of the project year.

SECTION 7: PROJECT AID SERVICES TO LEA REPRESENTATIVES

PHASES I AND II

From the time the state regulations changed over to the October, 1977 deadline, administrators in schools statewide were thrown into a double bind of being legally designated as the individuals responsible for the IEP process, yet having no state-provided background of support. These individuals, many of whom were to act as the mandated LEA representative in IEP planning meetings were understandably overwhelmed with the increase in paperwork, legal responsibilities, and related details. Consequently, project staff responded immediately to providing basic materials to these crucial individuals.

As noted earlier, groundwork had been laid during the months of July and August, 1977, to establish Pupil Personnel Directors as IEP contact individuals in each district. This organizational structure provided the means to communicate quickly with many members of a district's administrative staff. During the beginning of the school year, these designated representatives met with project staff in several group meetings. As a result, they were able to convey information from AID to others who required these resources in the districts.

School administrators, whether they were LEA representatives or not, were in immediate need of up-to-date information. Much of this was supplied through the IEP district contact persons, however, many individual concerns were clarified through personal visits and telephone discussions. As can be seen on the telephone grid (Appendix J), administrators were consistently the largest consumer of project staff consultation by phone. Additional services were also provided to administrators through on-site visits by trainer/facilitators, and meetings with project staff at the IU.

PHASE III

During January and February, 1978, major efforts were made to in-service district and IU administrators who were (or might be) designated as LEA representatives. Through these LEA training sessions 21 IU and 146 LEA representatives were trained by project staff.

In preparation for these training workshops, project staff compiled a comprehensive manual which contained detailed information on the LEA representative responsibilities in the IEP process (Appendix U). This 123-page booklet reviewed many aspects of the IEP process, including planning conferences, pre-hearing conferences, the referral process as it relates to IEPs, the forms used in IEP development, and other related efforts.

Using this as the basis for the training sessions, project staff were able to provide thorough background information for the use of LEA representatives, and general school administrators.

In the actual training sessions, information was also provided on background information on P.L. 94-142 and its regulations, as well as allowing time for individual questions and answers (Appendix V). Specific concerns of the LEA representatives were discussed in terms of the roles of each individual at the IEP planning conference. Responsibilities of the representative such as scheduling and chairing IEP meetings, were reviewed (Appendix W).

At the end of the training sessions, participants were asked to assess the workshop in terms of current needs for information, and perceived needs for additional information and support (Appendix X).

PHASE IV

Support and training for LEA representatives and school administrators continued in less formal ways during the fourth phase of project operation. As the school year was ending many administrators and others involved as LEA representatives had increasing concerns regarding operations for the upcoming year, and appropriate end-of-year procedures. As can be noted in the telephone record sheet, telephone contacts increased during this period. Concerns were also voiced in regard to appropriate use of teacher substitute/ release time and of summer operations for the IU CETA/Manpower secretaries.

SECTION 8: PROJECT AID SERVICES TO ADDITIONAL COMMUNITY GROUPS

APSs

Project AID responsibilities throughout the project year had clearly been to serve populations of both public and Approved Private Schools. The activities for school districts and IU programs were also provided to APS personnel.

It was found, however, that APS personnel and students had unique problems which were not addressed by many federal and state regulations and guidelines regarding the implementation of P.L. 94-142. Complexities arose about responsibilities of district LEA representatives in IEP conferencing and approval, as well as logistical problems caused by the varied geographic locations of parents, schools, and home districts made the establishment of policies and procedures difficult for all involved.

Through the establishment of a consortium of IU IEP coordinators in the eastern region of the state, policy regarding the handling of APS and PLF placements were made. The resultant uniform procedures for children in these schools were approved and disseminated to district, IU, APS, and PLF personnel (Appendix Y). Additionally, Approved Private Schools were served by Project AID staff through the provision of produced manuals, brochures and forms, which were readily available both through regular training sessions and through individual requests. A large number of requests for information from APS personnel were also handled throughout the project year, as noted on the telephone record.

Community Agencies

Although the main objective of Project AID was to educate and support individuals involved in the implementation of P.L. 94-142, many efforts were made to expand awareness to the general community also. Informational pre-

sentations were made by trainer/facilitators to provide general background on the IEP process and objectives of P.L. 94-142 to colleges, agencies, advocacy groups, and other interested individuals. These presentations were made to ensure that members of the community who might come into contact with the IEP process, or individuals who wished information, were provided with support through the efforts of Project AID.

Through the production and dissemination of professional and comprehensive publications such as the Parent Handbook, and the Teacher Manual, general information was also distributed to many individuals both in and outside the educational community. These work products of the project are seen as having exceptional value in extending the general public awareness of this complex topic.

SECTION 9: EVALUATION PROCEDURES AND RESULTS

Two major types of evaluation were undertaken during the project year. The first focused on the assessment of progress in achieving goals of training and IEP document production. This included the collection of massive amounts of detailed information initially requested for project accountability in the final report. After several abrupt changes in the report requirements by PDE these data were not requested in the final version.

Project Progress Assessment

In spring, 1977, under another project of Montgomery County Intermediate Unit, a detailed survey was developed to determine the perceived needs of district administrators in areas of special education information (Appendix Z). Through the over 200 responses to this questionnaire from most public school districts in the county, a great deal of information was collected and analyzed. Although this planning effort was initially to play a part in project planning, the revised deadline prevented maximal utilization of this information in the planning effort.

After the timeline revision was announced, efforts were made to establish detailed records of project activities, both as an evaluation framework and in fulfillment of the originally stated project report guidelines.

The chronological listing of training activities referred to in Section 4 recorded detailed information on the trainer/facilitator training sessions, the names and titles of persons receiving training, topic of the interaction, dates conducted, and materials used in the training. From this

listing monthly grids were consolidated on the titles of individuals and type of organization to which training was given (Appendix A-2).

In the same vein, a telephone grid was kept by all trainer/facilitators to record the number of telephone contacts, the person by whom the call was made, and the nature of the inquiry. These monthly logs (Appendix J) were tallied and used to provide additional information on the amount of service being supplied by the project.

During the project year efforts were made to establish accountability and tracking information on the progress made from all teachers in the county who were involved in developing IEPs. The survey developed for this purpose (Appendix A-2) tried to determine to what extent teachers had completed their required IEPs, how this conference process was conducted, and the numbers of review/revision IEPs currently developed. The results of this mid-year survey were compiled to comply with requirements of the project interim report, which was cancelled by PDE two weeks before the due date of about May 1, 1978. Nevertheless, in reviewing the collected date from this survey, project staff was able to determine that the vast majority of IEPs were in place and that the process of review/revision was beginning as planned. This survey, after minor revisions, was distributed to all teachers again in May, 1978 to determine progress and changes in the process of IEP development. The results of this survey were then used to determine the accountability figures which were requested for the final report regarding total numbers of IEPs completed, IEP conference attendees, and other PDE-requested data. During both of these surveys major efforts were expended on the part of the project staff to ensure a 100% response from district, IU, and APS teachers. Although the response rate was

excellent, unavoidable problems were encountered in some incomplete survey forms, and misunderstood questions which led to some slight problems in the validity, reliability and interpretation of the data.

Another survey effort which was undertaken by the project had as its objective the determination of procedures and methods devised by other IUs and other state departments of education in coping with the complex regulations of P.L. 94-142. In telephone surveys by trainer/facilitators, information was gathered regarding the methods (Appendix B-2) in which others had organized, staffed, and implemented projects dealing with IEP processing. Results of this survey are contained in Appendix C-2.

Evaluation by consumers was also considered to be of initial importance in assessing project objectives, and potentially revising content and methods of program training. To obtain this type of information, each group which received formal training sessions was asked to react to the content presentation, and any unaddressed needs they perceived. Three separate surveys were developed to assess teachers, parents, and LEA representatives after their training sessions. Reactions from all groups of consumers indicated positive reactions regarding the presentations as a whole, and many indicated a desire for further training.

The areas involved in the evaluation procedures provided a background upon which to assess the project's ability to inform and educate large numbers of the community regarding the IEP procedures. From the resultant numbers of IEPs produced, total numbers of individuals trained, telephone records, and a review of the work products produced, it can be seen that Project AID was exceptionally successful in disseminating quality information to thousands of individuals. Additionally, from the subjective reviews done by training programs participants much can also be said about the positive reaction towards these communication efforts.

SECTION 10: SHORTCOMINGS AND SUCCESSES

External Areas of Weakness

Before issues of the relative success and areas of weakness of Project AID itself can be discussed, details involved with the basic problems of the environment in which the project operated must be analyzed. In general, the large majority of the uncomfortable situations in which the project found itself were caused by the irresponsibility of the State Department of Education, which on repeated occasions ignored the obvious need for support and clarification, and which evidenced poorly thought-out changes in policy regulations.

Despite the fact that individuals in PDE had been involved and aware of the deteriorating negotiations with federal officials regarding the state's extension of the P.L. 94-142 implementation deadline, no advance warning of this possible change in operation schedule was given. When the notification arrived of the October 1, 1977 deadline, only six weeks remained to accomplish all phases of a year's activities in training personnel and writing IEPs for the county's approximately 11,000 exceptional children. No recourse was available except to attempt to comply with this impossible request, and as a result, frantic and long-houred days were spent trying to establish a new framework of timelines. Even to the most casual reader of this report, it should be evident that the amount of effort expended in meeting the 1977 deadline was enormous.

To compound this frustrating situation, the support and advice received from the state regarding specific questions of procedure or standard clarification was only notable by its absence. Personnel in the state level appeared not to recognize the large need for information regarding specific

situations which were not discussed in the regulations or state standards of the law. Many ambiguous problems regarding private schools, supplementary services, PLFs, hospital and detention center students, and pre-hearing conferences were apparently not even anticipated by the PDE personnel. This naivite on the part of individuals in leadership positions even in retrospect is hard to logically excuse.

Consequently, finding reasonable and consistent answers to questions involved in these types of ambiguous areas devoured enormous amounts of time of the project staff and especially the project director. Repeated lengthy meetings of IEP coordinators in the regional consortium to discuss and answer these pressing problems continually diverted needed manpower from addressing their more legitimate concerns of the project.

On several occasions, policies which were issued by the state were reversed without warning. In trying to follow the state regulations, project staff found themselves losing credibility and regard in the eyes of district and APS administrators after several of these reversals. This problem in a lack of consistent rules to follow impaired many future interactions with key personnel in the schools throughout the project year.

As noted earlier in this report, regulations regarding the filling of interim and final reports were changed or modified repeatedly (Appendix and in several instances the detailed data required, and hence collected, for reports were no longer required by later report guidelines.

The assistance which was provided through the NLRC/P 3-day IEP workshop in Mechanicsburg, PA on October 3-5 was a positive effort; however, the fact that this support was provided several days after the compliance deadline made it of virtually no use. By law all procedures, forms, and actual IEPs had to be in place before this point, and changes in the

process at that point in time could only be detrimental.

The state's IEP regional reviewer system, although cooperative and open to many problems and changes of the project, did not fulfill its potential to help the problematic situation. In particular, the articulation between the reviewer system, PDE, and actual project staff was extremely poor. There was no apparent solicitation from Trainer/Facilitators or IEP coordinators to make the review system a positive means of communication. Additionally, there was not sufficient orientations given to any of the schools being monitored to regarding the procedure to provide them with a view of the purpose of the procedure. Reviewers themselves appeared confused regarding their role and the process they were expected to undertake. In retrospect it can be seen that this system could have provided much needed support and guidance, but as it was carried out it deteriorated over the project year into another bureacratic overlay to P.L. 94-142 implementation.

On the positive side, good faith efforts were made to handle emergency situations by various individuals in the PDE. Special thanks should be extended to personnel of the Division of Special Education for their assistance in advice regarding the possible provision of service components through these grant monies.

Successes

Project AID succeeded in attaining all of the important objectives which were originally established. Throughout the many training sessions held for over 3,000 teachers, parents, administrators, and community agency personnel, Project AID actively provided the county with quality assistance in dealing with the IEP implementation problem. The additional services, as noted in the activities section of this report, consistently helped all sections of the community to maintain a positive view of the objectives of

the law by alleviating some of the paperwork and clerical burden.

Overall project success was a direct outcome of the project staff itself. Each Trainer/Facilitator was originally chosen for these positions based on a number of criteria which allowed the most qualified individuals from each represented exceptionality to be selected.

These staff members, at this point, must be given individual as well as group recognition for the late hours and dedicated efforts expended to produce quality programs and products in inevitably frustrating and time-pressured situations. The production of many high quality and helpful publications was in itself a large contribution toward project success which resulted from the group effort of many staff members.

Throughout the year the project, in conjunction with Intermediate Unit, district, and APS school personnel, strove to refine and improve the procedures which had been created in the beginning of the year. More detailed explanations of required activities, as well as procedures of due process and referral were developed to assist all individuals involved in the process. These refinements, working from a base of comprehensive training, facilitated Project AID in attaining many of the goals initially established.

Much of the continual improvement which made many project efforts successful came from the wide-base of planning and feedback received through a number of input means. Throughout the year weekly staff meetings were integral in providing a sense of purpose to project efforts. The vehicle for staff input promoted an open approach to project management and direction.

Special emphasis was also placed on receiving direct input from external groups and individuals regarding project operations. The district IEP

representatives met frequently with Project AID staff, and through these sessions the consumer point of view was aired. Advisory groups such as the Parent Advisory Group, and a previously standing committee, the Federal Projects Advisory Council, also discussed many aspects of the goals and methods of Project AID, and supplied needed advice from parents, advocacy groups, and other educational personnel. Especially through the efforts of the Project Director, opinions of special service setting groups were solicited in various meetings and individual discussions. Input from PLFs, private schools, vocational technical schools, and IUs outside the Montgomery County area was received. Finally, members of the IU teaching, supervisory, and administrative staffs were consulted in groups and individually to maintain an avenue for needed feedback on project operations.

Weaknesses

Although the primary weakness of the program were caused by external factors mentioned earlier, there were a few organizational and personnel problems which hindered the effectiveness of the program.

With the expansion of IEP funds, the project staff became too large to be housed in one office. Consequently, the separate staff groups on two different floors of the building were not able to maintain a totally unified outlook. Staff meetings and discussions of all major decisions helped to counteract this effect; however, there arose subtle indications of diviseness of purpose as the year progressed.

Inevitable personality conflicts took their toll on the group effectiveness of the Trainer/Facilitators and secretarial staff. Although not a large problem for the project, in one case a secretary was terminated for these reasons.

Future Considerations

The successes and problems of Project AID throughout this first hectic year have provided a basis for many new ideas and increased understanding on the part of its staff and director. As a smaller version of the project continues into 1978-1979, much of the work previously done will be heavily drawn upon and utilized in upcoming training efforts. In reviewing all the past activities of the project, it can only be said that although so many positive efforts resulted, it was unfortunate that the lack of adequate lead-time for planning and lack of state department direction on crucial issues did not allow the full potential of this project to be realized. Nonetheless, this very circumstance created a milieu in which Project AID staff then forged ahead to create for the Intermediate Unit and its clients guidelines, policies, procedures, and training activities which filled the void and allowed local educators to proceed in coherent fashion.

APPENDIX A

SCHOOL DISTRICT

NEEDS ASSESSMENT

PROJECT AID: ASSISTANCE for IEP DEVELOPMENT

IEP NEEDS ASSESSMENT OF STAFF

Directions: Please fill in the following items to assist the staff of Project AID in meeting your needs most effectively this year. When you have completed all of the information, please detach the fact sheet for future reference and return the needs assessment to Project AID.

1. Name_____

2. Exceptionality_____ 3. Type of Class_____
(I.U. District APS)

4. School District Location_____

5. School Phone_____ 6. Working Hours_____

7. Total Number of Exceptional Students on your Class Roll_____

8. Weekdays and Times Convenient for Providing Assistance during Phase II - (October-June)_____

_____

9. IEP Workshop(s) Attended: Shippensburg_____Montgomery County Community College_____Other_____

For the purpose of planning IEP Workshops, please indicate the amount of training you feel you need in each of the following areas by circling a one (little training), two, three, or four (much training)

Little			Much
1	2	3	4

1. I would like further information regarding the implications and mandates involved in Public Law 94-142 as it relates to:
   a. referral procedures
      1 2 3 4
   b. placement and due process considerations
      1 2 3 4
   c. program planning conferences
      1 2 3 4
   d. IEP time lines
      1 2 3 4

2. Information concerning present educational levels
   1 2 3 4

3. Writing annual goals
   1 2 3 4

4. Writing short term objectives
   1 2 3 4

5. Types of assessments that are appropriate for my type of exceptionality
   1 2 3 4

6. Information on parent involvement and conferencing
   1 2 3 4

7. What aspects of the IEP process are you most concerned about at the present time?_____

_____

_____

_____

_____

8/77 mlm

APPENDIX B

DISTRICT IEP CONTACTS

PROJECT AID: ASSISTANCE FOR IEP DEVELOPMENT

SCHOOL DISTRICT CONTACT PEOPLE

Dr. Donald F. Puglisi
Abington School District
1841 Susquehanna Street
Abington, Pa. 19001
884-4700

Mr. Daniel A. J. Fitzgerald
Cheltenham Township School District
Ashbourne Road and Washington Lane
Elkins Park, Pa. 19117
~~635-3800~~ 886-9500

Mrs. Judy Steiker
Colonial School District
Whitemarsh Jr. High School
230 Flourtown Road
Plymouth Meeting, Pa. 19462
825-1500

Mr. George Plosa, Gifted
Mr. Joseph Braim
Hatboro-Horsham School District
Administration Building
229 Meetinghouse Road
Horsham, Pa. 19044
672-5600

Mr. John E. Rice
Jenkintown School District
Administration Office
317 Highland Avenue
Jenkintown, Pa. 19046
885-3722

Mr. Lawrence J. M. Sweigert
Lower Merion School District
School Administration Building
301 Montgomery Avenue
Ardmore, Pa. 19003
649-5600

Dr. Lawrence Bozzomo, LD & Gifted
Mr. Robert B. Warner
Lower Moreland Township School District
Administration Building
555 Red Lion Road
Huntingdon Valley, Pa. 19006
947-2200

Mrs. Laura Herdegen
Methacton School District
Administrative Building
Kriebel Mill Road
Fairview Village, Pa. 19409
489-1900 (All Schools)

Dr. Marge Harlan
Norristown Area School District
Administrative Offices - Service Center
401 North Whitehall Road
Norristown, Pa. 19401
539-1000

Mr. John P. Fazzini
North Penn School District
Administration Offices
400 Penn Street
Lansdale, Pa. 19446
368-0400

Mr. Thomas P. Henry, Jr.
Perkiomen Valley School District
Schwenksville, Pa. 19473
287-7861

Mr. Joseph Martin
Pottsgrove School District
Pottsgrove Intermediate School
1328 Buchert Road
Pottstown, Pa. 19464
327-2277

Mr. Frank D. Heifer
Pottstown School District
Beech and Penn Streets
Pottstown, Pa. 19464
323-8200

Dr. Daniel E. Fitzpatrick
Souderton Area School District
District Office
139 Harleysville Pike
Souderton, Pa. 18964
723-6061

SCHOOL DISTRICT CONTACT PEOPLE

✓ Dr. Sylvia Paymer
Springfield Township School District
1901 East Paper Mill Road
Oreland, Pa. 19075
233-2600

✓ Mr. Theodore Goldberg
Spring-Ford Area School District
Oaks Elementary School
325 Green Tree Road
Oaks, Pa. 19456
933-~~8839~~ 8113

✓ Ms. Letty Jane Schantz
Upper Dublin School District
Sandy Run Middle School
Limekiln Pike
Dresher, Pa. 19025
646-5600

✓ Mr. Francis M. Wright
Upper Merion Area School District
King of Prussia, Pa. 19406
265-1500

✓ Mrs. Selma Tolins or 657-1076
✓ Dr. Joseph F. Wesley, 657-1074
Upper Moreland Township School District
Administration Building
Terwood Road
Willow Grove, Pa. 19090
659-6800 ?,

✓ Ms. Peggy McHale - GIFTED → 679-4121
✓ Mr. James E. Mullen -
Upper Perkiomen School District
201 West 5th Street
East Greenville, Pa. 18041
1-679-7961

✓ Dr. Margaret A. Smith
✓ Mr. Albert B. Jacobs, Gifted
Wissahickon School District
Administrative Offices
Spring House Elementary School
Norristown Road
Spring House, Pa. 19447
646-9300

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APPENDIX C

TRACKING CHRONOLOGY

MONTH: August

DATE	AID STAFF	WITH	PURPOSE
Aug. 9, 1977	C. Lewis	Shippensberg	IEP Workshop
Aug. 9, 1977	B. Proger, S. Mazzoli B. Montileone, P. Juska	Cheltenham School District P. Butler, D. Fitzgerald	District Negotiations
Aug. 9, 1977	B. Proger, S. Mazzoli B. Montileone, P. Juska	Abington School District D. Puglisi , L. Brill	District Negotiations
Aug. 11. 1977	B. Proger, S. Mazzoli B. Montileone, P. Juska	Doylestown ALRC M. Klafter	Review Parent Materials
Aug. 15, 1977	B. Proger, S. Mazzoli P. Juska, C. Lewis	Pottsgrove School District J. Martin, J. Roberts, A. Coleman	District Negotiations
Aug. 15, 1977	B. Proger, S. Mazzoli P. Juska, C. Lewis	Souderton School District D. Fitzpatrick, Dr. Dungan, Dr. Maxwell, Dr. Price, Dr. Holloway	District Negotiations
Aug. 16, 1977	B. Proger, S. Mazzoli C. Lewis	Perkiomen Valley School District B. Ellis, T. Henry, R. Cope	District Negotiations
Aug. 16, 1977	B. Proger, S. Mazzoli C. Lewis	Lower Merion School District L. Sweigert	District Negotiations
Aug. 17, 1977	B. Proger, S. Mazzoli C. Lewis, G. Cochran	Spring-Ford School District Dr. Williver, T. Goldberg	District Negotiations
Aug. 17, 1977	B. Proger, C. Lewis G. Cochran	Upper Moreland School District J. Massari, Dr. Wesley	District Negotiations
Aug. 18, 1977	B. Proger, P. Juska G. Cochran	Colonial School District J. Steiker, Dr. Derenzis	District Negotiations
Aug. 18, 1977	S. Mazzoli	TMR Consortium	Description of Project
Aug. 19, 1977	P. Juska, G. Cochran C. Lewis	Methacton School District Dr. Kane, R. Izzo	District Negotiations
Aug. 19, 1977	B. Proger, S. Mazzoli, P. Juska, C. Lewis, G. Cochran	Manpower - R. Dishler	Secretary Negotiations

MONTH : August

DATE	AID STAFF	WITH	PURPOSE
Aug. 22, 1977	B. Proger, B. Mervis P. Juska	Norristown School District J. Scott, J. Gruener	District Negotiations
Aug. 22, 1977	B. Proger, B. Mervis P. Juska	Wissahickon School District Dr. Jacobs, Dr. Smith, Mr. Fimiano	District Negotiations
Aug. 22, 1977	S. Mazzoli	Upper Merion F. Wright, Teachers	Description of Project Services
Aug. 23, 1977	B. Proger, G. Cochran B. Mervis	Upper Dublin School District L. Schantz	District Negotiations
Aug. 23, 1977	B. Proger, G. Cochran B. Mervis	Pottstown School District F. Heifer, F. Lietze, G. Rostol	District Negotiations
Aug. 24, 1977	B. Proger, S. Mazzoli D. Rubinsohn	Jenkintown School District J. Rice, A. Nisbet	District Negotiations
Aug, 24, 1977	B. Proger, S. Mazzoli D. Rubinsohn	Springfield School District Dr. Paymer, Dr. Christiana	District Negotiations
Aug. 25, 1977	B. Proger, G. Cochran	Upper Perkiomen School District J. Mullen, J. Roth, T. Perkins	District Negotiations
Aug. 25, 1977	B. Proger, S. Mazzoli C. Lewis, B. Mervis G. Cochran	North Penn School District J. Fazzini, Dr. Westcott, Dr. Kelley	District Negotiations
Aug. 25, 1977	B. Montileone, P. Juska	Abington School District D. Puglisi, L. Brill	Mtg. on Inservice
Aug. 26, 1977	B. Proger, B. Mervis	Lower Moreland School District	District Negotiations
Aug. 26, 1977	C. Lewis	Philadelphia	Review Film
*Aug. 30, 31'77	B. Montileone, P. Juska	Abington School District Teachers	Inservice
Aug. 31, 1977	B. Mervis	IU LD Teachers	Inservice

MONTH: September

DATE	AID STAFF	WITH	PURPOSE
9/1/77	Phil Juska	I.U. EMR Staff	Description of Project
9/1/77	Debbie Rubinsohn Gary Cochran	I.U. L&A Staff	Description of Project
9/2/77	Bart Proger Debbie Rubinsohn	Nancy Anderson	Services
	Chris Lewis	Sandyrun-Beverly Goodlow	Services
9/7/77	Betsy Montileone	Speech IUStaff	Introduction to IEP
9/8/78	Chris Lewis	IU Teachers	Inservice
9/9/78	Betsy Montileone	IU Hearing/Vision Staff	Inservice
	Phil Juska, Sheila Mazzoli	IU TMR/SPMR/PH Staff	Inservice
9/12/77	Barton Proger	IEP Coordinators, RRC	Eastern Region Coordinators Mtg.
	Sheila Mazzoli	TMR/SMR Staff, Pottstown	Inservice
	Betsy Montileone	Speech Staff, IU	Inservice
	Barbara Merves	LD Teacher, Colonial	Inservice
	Ellen Baum	LD Teachers, Upper Merion	Inservice
	Gary Cochran	LA - Methacton	Inservice
	Debbie Rubinsohn	LA - Cheltenham Region	Inservice
9/13/77	Sheila Mazzoli	North Penn/Souderton Teach. Staff	Inservice
	Phil Juska	IU EMR Teaching Staff, U.M. EMR	Inservice
	Gary Cochran	Spring City Elementary	Inservice

MONTH: Sept.(Cont.)

DATE	AID STAFF	WITH	PURPOSE
9/14/78	Sheila Mazzoli	Norristown TMR Teachers	Inservice
	Phil Juska	Pottstown, Pottsgrove, SpringFord, Perkiomen Valley, EMR Teachers	Inservice
	Gary Cochran	North Penn	Inservice
	Debbie Rubinsohn	Sandy Run, Upper Dublin Region	Inservice
9/15/77	Sheila Mazzoli	Upper Dublin TMR Teachers	Inservice
	Phil Juska	Norristown EMR Teachers	Inservice
	Debbie Rubinsohn	Cheltenham District Teachers	Inservice
	Barbara Merves	Colonial, Springfield, CDC Teachers	Inservice
	Ellen Baum	Methacton, Pottstown, Souderton, Spring Ford	Inservice
	Gary Cochran	Paul Fly - Norristown Teachers	Inservice
9/16/77	Ellen Baum	North Penn	Inservice
	Chris Lewis	Upper Moreland, SP Ed. Teachers	Inservice
	Sheila Mazzoli	TMR Teachers, Upper Moreland	Inservice
	Phil Juska	Souderton, Perkiomen Valley, North Penn, EMR Teachers	Inservice
	Debbie Rubinsohn	Upper Dublin, District Teachers	Inservice
	Barbara Merves	Upper Moreland,L. Moreland, LD Teach.	Inservice
9/19/77	Barton Proger	NLRC/P	
	Sheila Mazzoli, Phil Juska	Norristown EMR/TMR Teachers	Inservice

MONTH: Sept. (Cont.)

DATE	AID STAFF	WITH	PURPOSE
9/19/77	Debbie Rubinsohn, Gary Cochran	IU L & A Teachers	Inservice
	Barbara Merves	Upper & Lower Moreland, LD Teachers	Inservice
	Ellen Baum	Upper Merion, Spring Ford, Norristown Wissahickon	Inservice
9/20/77	Chris Lewis, Barton Proger	Hatboro-Horsham, Dr. Hendrickson	District Negotiations
	Phil Juska	Blue Bell - Parent Right to Education Task Force	IEP Update
9/21/77	Barbara Merves	LD - MITS	Update
9/23/77	Debbie Rubinsohn	Preston Fedin	Future Training for LD Teachers
	Gary Cochran, Barbara Merves	Ashbourne Teachers	Inservice
	Chris Lewis	Monroeville	Workshop
9/26/77	Barton Proger	IEP Coordinators, NLRC/P	Eastern Region Meeting
	Chris Lewis	R. Fischman	Services
	Betsy Montileone	IU Speech Staff	Inservice
	Sheila Mazzoli, Phil Juska	Souderton, Pottstown, IU Hatboro	Inservice
9/27/77	Barton Proger, Sheila Mazzoli	CDC, PH, PTA Meeting	Description of AID
	Betsy Montileone	IU Speech Staff	Inservice
9/28/77	Barton Proger, Sheila Mazzoli	PLF Meeting, Reps. of PLF's	AID Update
9/29/77	Debbie Rubinsohn	Nancy Anderson, Supervisors	Project Update
9/30/77	Debbie Rubinsohn	Nancy Anderson, Supervisors	Project Update

MONTH: October 1977

DATE	AID STAFF	WITH	PURPOSE
10/3/77	Bart Proger, Phil Juska, Betsy Montileone, Sheila Mazzoli, Judy Waltman, Sue Millaway, Debbie Rubinsohn, Barbara Merves, Gary Cochran, Ellen Baum, Chris Lewis	NLRC/P Mechanicsburg	State Training
10/4/77	Bart Proger, Phil Juska, Betsy Montileone, Sheila Mazzoli, Judy Waltman, Sue Millaway, Debbie Rubinsohn, Barbara Merves, Gary Cochran, Ellen Baum, Chris Lewis	NLRC/P Mechanicsburg	State Training
10/5/77	Bart Proger, Phil Juska, Betsy Montileone, Sheila Mazzoli, Judy Waltman, Sue Millaway, Debbie Rubinsohn, Barbara Merves, Gary Cochran, Ellen Baum, Chris Lewis	NLRC/P Mechanicsburg	State Training
10/6/77	Chris Lewis	Perkiomen Valley parents	Parent Training
	Bart Proger	NLRC/P Coordinators	IEP coordinators
10/7/77	Bart Proger	IEP Coordinators NLRC/P	
10/11/77	Bart Proger, Phil Juska, Betsy Montileone, Debbie Rubinsohn, Barbara Merves, Ellen Baum, Gary Cochran, Chris Lewis	Project Aid Parent Advisory Board	Initial Meeting
10/12/77	Bart Proger, Ellen Baum, Gary Cochran	Perkiomen Valley, ACLD LD/LA Parent Meeting	Parent Meeting
	Phil Juska, Sheila Mazzoli, Betsy Montileone	Parent Liason Meeting, Blue Bell	Discuss Project

MONTH: October (Cont.) 1977

DATE	AID STAFF	WITH	PURPOSE
10/13/77	Part Proger	NLRC/P	
	Part Proger, Sheila Mazzoli	Bryn Athyn School District Board	Discuss AID and IEP's
10/14/77	Bart Proger, Phil Juska, Sheila Mazzoli, Betsy Montileone, Debbie Rubinsohn, Barbara Merves, Ellen Baum, Gary Cochran, Chris Lewis	Richard Lewis R/R	Discuss R/R Role
10/16/77	Gary Cochran	District APS IU Teachers	Inservice
10/18/77	Phil Juska, Sheila Mazzoli, Debbie Rubinsohn, Gary Cochran, Chris Lewis, Barbara Merves	IU Social Workers	Inservice
	Debbie Rubinsohn	IU LA Teachers	Inservice
	Bart Proger, Gary Cochran, Betsy Montileone, Phil Juska, Sheila Mazzoli	Project Aid Parent Advisory Board	AID Mailings and Forms
10/19/77	Chris Lewis	Sandy-Run Camilla NLRC/P	Prepare Inservice
10/20/77	Sheila Mazzoli	TMR Consortium Meeting	Project Update
	Bart Proger, Gary Cochran, Barbara Merves	LA/LD Parent Meeting	Parent Training
	Bart Proger	Richard Lewis	R/R System
10/21/77	Chris Lewis	Upper Dublin Staff NLRC/P	Inservice
10/24/77	Bart Proger, Ellen Baum, Gary Cochran	North Penn, Souderton Parents	Parent Training
10/25/77	Betsy Montileone, Bart Proger	Carl Thornton, Hinda Miller, NLRC/P Speech Trainers	Speech Trainers Meeting

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MONTH: October (Cont.), November 1977

DATE	AID STAFF	WITH	PURPOSE
10/25/77	Part Proger	Richard Lewis, Dr. Banks	
10/27/77	Debbie Rubinsohn, Bart Proger	Upper Dublin, Parents LA/LD	Parent Training
10/28/77	Chris Lewis, Lel Kanes	IU Teachers	Inservice
November			
11/1/77	Chris Lewis	Lower Moreland - Teachers	Inservice
	Sue Millaway, Sharon Greis	NLRC/P Hearing/Vision	Itinerant Trainers Meeting
	Bart Proger, Gary Cochran, Debbie Rubinsohn, Barbara Merves, Ellen Baum, Sheila Mazzoli, Phil Juska, Betsy Montileone	IU Supervisors	New Form, Referral System
	Bart Proger, Gary Cochran, Debbie Rubinsohn, Barbara Merves, Ellen Baum, Sheila Mazzoli, Phil Juska, Betsy Montileone	District Contact People	New Forms, Referral System
	Debbie Rubinsohn	L&A - MITs	Update
	Sue Millaway	IU - Vision	Inservice
11/2/77	Bart Proger, Gary Cochran Debbie Rubinsohn, Barbara Merves, Ellen Baum, Sheila Mazzoli, Phil Juska, Betsy Montileone	Hinda Miller, NLRC/P	Service Agreement
	Bart Proger, Debbie Rubinsohn, Ellen Baum, Lelage Kanes	Abington, Cheltenham, Jenkintown, Springfield, Upper Moreland, LA/LD Parents	Parent Training

MONTH: November - 1977

DATE	AID STAFF	WITH	PURPOSE
11/3/77	Betsy Montileone	NLRC/P Speech	Speech Trainers
	Ellen Baum	Delaware Valley Assoc. of Supervisors	Inservice on PL 94-142
	Bart Proger, Phil Juska, Sheila Mazzoli, Betsy Montileone, Susan Millaway	Norristown, Methacton parents	Parent Training
	Bart Proger, Gary Cochran, Debbie Rubinsohn, Barbara Merves, Ellen Baum, Sheila Mazzoli, Phil Juska	Project Aid Secretaries	Training Secretaries
11/4/77	Chris Lewis, Lelage Kanes	IU Teachers	Inservice
11/7/77	Bart Proger, Phil Juska, Sheila Mazzoli	St. Katherine's Day School Teachers	IEP Inservice
11/7 thru 11/9/77	Chris Lewis, Lelage Kanes	SpringFord, Perkiomen Valley, Upper Merion, Norristown, Teacher Training	Inservice
11/8/77	Debbie Rubinsohn, Barbara Merves	Upper Moreland Regular Education Teachers and Special Ed. Teachers	Inservice
11/9/77	Bart Proger	Temple - Entire School Psychology	Possible use of IEP's in course work
	Chris Lewis	NLRC/P Meeting	Trainers Inservice
	Bart Proger, Phil Juska Sheila Mazzoli, Betsy Montileone, Susan Millaway, Sharon Greis	North Penn, Souderton Parents	Parent Training
	Chris Lewis, Lelage Kanes, Bart Proger	Spring Ford parents and Ted Goldberg	Training
11/10/77	Bart Proger, Debbie Rubinsohn, Barbara Merves	Colonial, Lower Merion, parents LA/LD	Parent Training

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MONTH: November, 1977

DATE	AID STAFF	WITH	PURPOSE
11/11/77	Chris Lewis, Lelage Kanes	Abington, Dr. Puglisi	Inservice
11/13/77	Bart Proger	St. Katherine's Day School parents	Parent Training
11/14/77	Betsy Montileone	Temple University Students	Inservice on PL 94-142
11/15/77	Sheila Mazzoli, Judy Waltman	NLRC/P, TMR/S/PMR	TMR/S/PMR Trainers Meeting
	Bart Proger, Phil Juska, Sheila Mazzoli, Betsy Montileone, Susan Millaway, Sharon Greis, Judy Waltman	Upper Dublin Parent Meeting	Parent Meeting
11/16/77	Bart Proger, Phil Juska, Betsy Montileone, Sheila Mazzoli, Sue Millaway, Sharon Greis	Abington Parent Meeting	Parent Training
	Debbie Rubinsohn	Timothy School Teachers	Training
	Barbara Merves	LD Inservice Teachers	Update
11/17/77	Phil Juska, Betsy Montileone, Sheila Mazzoli, Judy Waltman, Susan Millaway	Perkiomen Valley parents	Parent Training
11/18/77	Bart Proger	Camilla, NLRCP	New Forms
	Lelage Kanes, Chris Lewis	IU Teachers	Inservice
11/21/77	Bart Proger, Sharon Greis	Janie McBride	2nd Phase
	Phil Juska, Betsy Montileone, Sheila Mazzoli, Bart Proger, Judy Waltman	Upper & Lower Merion parents	Parent Training
11/21 thru 11/23/77	Lelage Kanes, Chris Lewis	Abington Teachers	Training

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MONTH: November (Cont.) December 1977

DATE	AID STAFF	WITH	PURPOSE
11/22/77	Betsy Montileone	IU Speech Clinicans	Update
11/28/77	Sharon Greis	Janie McBride	Update
	Debbie Rubinsohn	L&A Supervisors	Review/Revisions
11/28 thru 11/30/77	Chris Lewis	Springfield, Cheltenham, Lower Merion, Jenkintown - Teachers	Training
11/29/77	Phil Juska, Judy Waltman, Sheila Mazzoli, Bart Proger	CDE-PH, PTA Parents	Parent Training
	Lelage Kanes	Abington Teachers	Training
11/30/77	Ellen Baum, Debbie Rubinsohn, Gary Cochran, Barbara Merves	NLRC/P Trainers High Exceptionalities	Trainers Meeting
	Ellen Baum, Debbie Rubinsohn, Gary Cochran, Barbara Merves	Hinda Miller, NLRC/P	LEA Rep. Training
	Bart Proger	Board Meeting	IEP Process
December '77			
12/1/77	Debbie Rubinsohn, Sheila Mazzoli, Bart Proger, Barbara Merves, Betsy Montileone	Richard Lewis	R/R Update
12/2/77	Debbie Rubinsohn	Shirley Bilker, Ron Fischman	Meeting on Services
12/5/77	Bart Proger	NLRC/P	Coordinators Meeting
12/5 thru 12/7/77	Lelage Kanes	Colonial Teachers	Training
	Chris Lewis	North Penn Teachers	Training
12/5/77	Bart Proger	NLRC/P	IEP Coordinators

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MONTH: December 1977 (Cont.)

DATE	AID STAFF	WITH	PURPOSE
12/6/77	Debbie Rubinsohn, Barbara Merves, Bart Proger	Project AID Parent Advisory Board	Advisory Board Meeting
	Betsy Montileone	NLRC/P	Speech Trainers
	Bart Proger	Mr. Seigle, Mrs. Anderson, Mr. Boardman	IEP Sampling Update
	Debbie Rubinsohn	L&A Supervisors	Update
12/7/77	Bart Proger, Chris Lewis	North Penn Parents	Training
12/8/77	Lelage Kanes	Abington Teachers	Training
	Barbara Merves, Betsy Montileone, Gary Cochran, Ellen Baum, Sue Millaway, Debbie Rubinsohn, Phil Juska, Sharon Greis, Judy Waltman, Lelage Kanes, Chris Lewis, Sheila Mazzoli	Hinda Miller, NLRC/P	Update
	Barbara Merves, Judy Waltman	Dr. Banks	Prep. Notes Worksheet
	Barbara Merves, Gary Cochran, Ellen Baum, Debbie Rubinsohn	NLRC/P, Hinda Miller	LEA Representative
12/9/77	Barbara Merves, Judy Waltman	Bill Rigger	Phila's. Referral System
12/10/77	Susan Millaway	IU Vision Teachers	Training
12/12/77	Bart Proger	IEP Coordinators	Training Meeting
	Debbie Rubinsohn, Bart Proger, Betsy Montileone	Supervisors, MITs	Referrals
12/12-13/77	Chris Lewis	Souderton Teachers	Training
12/13/77	Debbie Rubinsohn, Gary Cochran	Nancy Anderson	Update, Future Training

MONTH: December 1977 (Cont.)
January 1978.

DATE	AID STAFF	WITH	PURPOSE
12/13/77	Ellen Baum, Barbara Merves	Libby Goodman, LD	Future Needs
	Sharon Greis	IU Hearing Teachers	Training
12/14/77	Debbie Rubinsohn	Hatboro Horsham, Blair-Mill	Inservice on Assessments
12/12-13-14/77	Lelage Kanes	Lower Moreland Teachers	Training
12/15/77	Sheila Mazzoli	TMR Consortium	Project Aid Update
12/16/77	Debbie Rubinsohn	L&A Supervisors	LEA Representative
12/19-20/77	Chris Lewis	Springfield Teachers	Training
12/20/77	Phil Juska, Sheila Mazzoli	Gene Anthony Print Shop	Printing Forms
	Debbie Rubinsohn	Right to Education Task Force	Aid Update
12/19-20/77	Lelage Kanes	Upper Moreland Teachers	Training
12/20/77	Betsy Montileone	Speech Clinician	Training
12/21/77	Bart Proger, Lelage Kanes	Upper Moreland Parent	Training
January 1978			
1/9/78	Sharon Greis	IU Hearing Staff	IEP Update
1/10/78	Chris Lewis, Lelage Kanes	Pottstown, Pottsgrove Teachers	Training
	Judy Waltman, Sheila Mazzoli	TMR/SMR Supervisor	Service Agreement
	Judy Waltman, Sheila Mazzoli	IU-SMR/PMR, TMR PH Teachers	Inservice New Forms
	Bart Proger, Debbie Rubinsohn, Chris Lewis	IU IEP Advisory Board	Review/Revision

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MONTH: January 1978

DATE	AID STAFF	WITH	PURPOSE
1/10/78	Lelage Kanes, Chris Lewis, Bart Proger, Ellen Baum,	Project Aid Parent Advisory Board	Update
	Sharon Greis	IU - Hearing Teachers	Update
	Bart Proger	Project Aid Secretaries	Procedures
1/11/78	Chris Lewis, Lelage Kanes	Pottstown, Pottsgrove Teachers	Training
	Phil Juska, Betsy Montileone, Sheila Mazzoli, Judy Waltman	IU Supervisors & LEA Reps.	LEA Rep Training
	Gary Cochran	Northwestern Institute of Psychiatry	Update
1/12/77	Sharon Greis, Barbara Merves	Colonial LEA Reps.	LEA Rep. Training
	Chris Lewis, Lelage Kanes	Pottstown, Pottsgrove Teachers	Training
	Gary Cochran, Debbie Rubinsohn	L&A Lea Reps. & Social Workers	LEA Rep. Training
	Ellen Baum	LD Lea Reps.	LEA Rep. Training
	Bart Proger	District IEP Advisory Committee	Procedure
1/13/78	Judy Waltman, Phil Juska	IU Psychologists	Update Inservice
	Bart Proger	IEP Coordinators	NLRC/P Meeting
1/16/78	Phil Juska, Sheila Mazzoli	Pottstown LEA Reps.	LEA Rep. Training
	Lelage Kanes	Methacton Teachers	Training
1/18/78	Lelage Kanes	Methacton Teachers	Training

MONTH: January 1978

DATE	AID STAFF	WITH	PURPOSE
1/18/78	Lelage Kanes	Lower Moreland Teachers	Training
	Betsy Montileone, Judy Waltman	Norristown LEA Reps.	LEA Rep. Training
	Chris Lewis	Souderton Teachers	Training
	Judy Waltman, Phil Juska	Abington LEA Reps.	LEA Rep. Training
	Ellen Baum, Susan Millaway	Methacton	LEA Rep. Training
1/19/78	Chris Lewis, Lelage Kanes	Methacton Teachers	Training
	Debbie Rubinsohn, Barbara Merves	Springfield, Cheltenham, Lower Moreland, LEA Reps.	LEA Rep. Training
	Debbie Rubinsohn	IU L&A New Teacher	Training
	Phil Juska, Sheila Mazzoli	Wissahickon LEA Reps.	LEA Rep. Training
1/20/78	Debbie Rubinsohn, Bart Proger, Chris Lewis	IU IEP Advisory Committee	Update Meeting
	Barbara Merves	Wissahickon New Teacher	Training
1/24/78	Sheila Mazzoli, Judy Waltman	IU TMR/SMR Teachers	Inservice
	Judy Waltman, Betsy Montileone	Perkiomen Valley LEA Reps.	LEA Rep. Training
	Phil Juska, Sheila Mazzoli	Pottsgrove, Spring Ford LEA Reps.	LEA Rep. Training
	Debbie Rubinsohn, Sharon Greis	Upper Dublin LEA Reps.	LEA Rep. Training
1/25/78	Gary Cochran, Barbara Merves	Upper Merion LEA Reps.	LEA Rep. Training
	Ellen Baum	Lower Merion	LEA Rep. Training
1/26/78	Debbie Rubinsohn	Upper Dublin Teacher	Training

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MONTH: January/February 1978

DATE	AID STAFF	WITH	PURPOSE
1/27/78	Bart Proger, Chris Lewis, Debbie Rubinsohn, Judy Waltman	IU IEP Advisory Committee	Update
	Gary Cochran, Barbara Merves	Plymouth Jr. High, Regular Ed. Teachers	Inservice
	Chris Lewis	Colonial Teachers	Inservice
1/30/78	Barbara Merves	Madison Avenue Teacher	Training
	Gary Cochran, Debbie Rubinsohn, Judy Waltman	CEC - New Mexico	Convention
	Phil Juska, Betsy Montileone	Project Pie	IEP Update
1/31/78	Lelage Kanes	Springfield Teachers	Inservice
	Gary Cochran, Debbie Rubinsohn, Judy Waltman	CEC - New Mexico	Convention
---- February			
2/1/78	Phil Juska, Betsy Montileone	Upper Moreland	LEA Rep. Training
	Ellen Baum	Lower Merion	Inservice
	Bart Proger	IEP Coordinators	Meeting
2/2/78	Phil Juska, Betsy Montileone	North Penn	LEA Rep, Training
	Ellen Baum	Votech. Contact Person	Procedures & IEP Sample
	Bart Proger	AID Secretaries	Update
2/3/78	Ellen Baum	Lower Merion Regular & Special Education Teachers	Inservice
	Barbara Merves, Ellen Baum	IU LD Director	Review/Revision

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MONTH: February 1978

DATE	AID STAFF	WITH	PURPOSE
2/3/78	Bart Proger	District IEP Advisory Council	Meeting
2/8/78	Susan Millaway	Marc Pre School	Observation Evaluation
2/10/78	Phil Juska, Sheila Mazzoli, Judy Waltman	MH/MR	Inservice
	Debbie Rubinsohn, Ellen Baum, Bart Proger	APS	LEA Rep. Training
2/13/78	Bart Proger	IEP Coordinators	Meeting - APS's
	Sheila Mazzoli	Teachers Pottstown IU	Update
	Gary Cochran, Debbie Rubinsohn	L&A Supervisors & Directors	Review/Revision
	Chris Lewis	Colonial	Training
2/14/78	Debbie Rubinsohn	IU Supervisors	Scheduling
	Gary Cochran, Barbara Merves	Upper Merion	LEA Reps.
	Sharon Greis	Hearing IU Staff	Update
	Barbara Merves, Ellen Baum	Contact Person Methacton	Training
2/15/78	Susan Millaway	Vision Supervisor	Procedures
	Sheila Mazzoli, Gary Cochran, Phil Juska, Debbie Rubinsohn, Lelage Kanes	District Contact People	Service Agreement for follow-up
	Barbara Merves, Ellen Baum	IU LD Teachers	Inservice
	Judy Waltman	IU Teacher	Training

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MONTH: February 1978

DATE	AID STAFF	WITH	PURPOSE
2/16/78	Sheila Mazzoli, Phil Juska, Chris Lewis, Lelage Kanes, Barbara Merves, Debbie Rubinsohn	District Contact People	Service Agreement
	Judy Waltman	IU Teacher	Follow up Inservice
	Gary Cochran, Ellen Baum	Souderton	LEA Rep
	Ellen Baum	Souderton LD Teacher	Training
	Leage Kanes, Chris Lewis	Colonial District Nurses Upper Merion	Training
	Judy Waltman, Bart Proger	IU Advisory Board Meeting	Update
2/17/78	Phil Juska	IU, EMR	Inservice
	Sheila Mazzoli	Teacher IU	Update
	Ellen Baum	Teacher Upper Moreland	Training
	Betsy Montileone	Cheltenham Speech Clinician	Update
	Betsy Montileone	Abington Speech Clinician	Training
	Debbie Rubinsohn	IU Hatboro Horsham Teachers	Training
2/20/78	Sharon Greis	IU Audiologists	Inservice
	Ellen Baum, Barbara Merves	Upper Merion Regular Education Teachers	Inservice
	Debbie Rubinsohn	Upper Dublin (3) Teachers	Training
2/21/78	Bart Proger	IEP Coordinators	APS
	Sheila Mazzoli	Task Force, Right to Education	Update
	Sharon Greis	IU Hearing Teacher	Review/Revision

MONTH: February 1978

DATE	AID STAFF	WITH	PURPOSE
2/21/78	Ellen Baum, Barbara Merves	Upper Merion Reg. Ed. Teachers	Inservice
	Betsy Montileone	IU Speech Clinician	Training
2/22/78	Bart Proger, Sheila Mazzoli, Judy Waltman	PLF Representatives	Forms - Update
	Sheila Mazzoli	MH/MR Bryn Athyn	Meeting
	Gary Cochran	Upper Perkiomen School District	LEA Rep.
	Ellen Baum	IU Teacher - Hatboro	Training
	Barbara Merves	Wissahickon Teacher	Inservice
	Betsy Montileone	IU Speech Clinician	Training
	Sheila Mazzoli	PreSchool Home Visit	Observation
2/23/78	Bart Proger, Debbie Rubinsohn	Regional Reviews	Update
	Sheila Mazzoli	PV.H.S.	Update
	Sheila Mazzoli	2 teachers, Jerry Potter	Service Agreement
	Gary Cochran	Souderton Teacher	Training
	Judy Waltman	IU Teachers	Training
	Barbara Merves, Judy Waltman	Gene Anthony	Brochures
	Betsy Montileone	IU Speech Clinician	Training
2/24/78	Sheila Mazzoli	IU New Teacher	Inservice
	Gary Cochran	Supervisor	Review/Revision
	Gary Cochran	Souderton Teacher	Review/Revision

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MONTH: February/March 1978

DATE	AID STAFF	WITH	PURPOSE
2/24/78	Debbie Rubinsohn, Ellen Baum	Springfield LD Teacher	Inservice
	Judy Waltman	PH - IU Teachers	Inservice
	Barbara Merves	Teacher, Wissahickon District	Training
	Lelage Kanes, Chris Lewis	Colonial	Inservice
2/27/78	Debbie Rubinsohn	L&A Supervisor & MITs	Inservice
	Betsy Montileone	IU Speech Clinician	Training
2/28/78	Bart Proger	IEP Coordinators	APS's
	Sheila Mazzoli	Inservice Sec. Landis	Procedures
	Sheila Mazzoli	Inservice IU Teacher	Follow-up
	Gary Cochran	Teacher Methacton	Training
	Ellen Baum	Hatboro-Horsham	LEA Rep.
	Barbara Merves	Madison Ave.,Bridgeport Teacher	Training
	Betsy Montileone	IU Speech Clinician	Training
	Debbie Rubinsohn	Upper Dublin High School	Training
	Susan Millaway	Vision IU Staff	Inservice
	Chris Lewis	Upper Perkiomen Teachers	Training,Follow-up
MARCH			
3/1/78	Sheila Mazzoli	IU TMR Teacher, Wissahickon	Update

MONTH: March 1978

DATE	AID STAFF	WITH	PURPOSE
3/1/78	Sheila Mazzoli	(2) IU TMR Teachers Upper Dublin	Update
	Barbara Merves, Sharon Greis	Colonial Phys. Ed. Teachers	Inservice
	Sue Millaway	Harrisburg State Vision	Inservice
	Phil Juska	EMR Teachers Pottstown	Update
	Judy Waltman	SMR Teachers - IU	Update
	Betsy Montileone	6 Speech Clinicians	Update
	Lelage Kanes	Methacton Teachers	Update
	Gary Cochran	Upper Merion Teachers	Update
	Debbie Rubinsohn	Springfield Teachers	Update
	Ellen Baum	IU LD Teacher	Update
	Bart Proger	NLRC/P-CEP Coordinators	APS Agreement
3/2/78	Phil Juska	EMR Teachers Upper Merion	Update
	Judy Waltman	Happy Hill Administrator	Update
	Betsy Montileone	3 speech Clinicians	Update
	Barbara Merves	IU LD Teacher	Update
	Sue Millaway	Harrisburg State Vision Inservice	Update
	Sheila Mazzoli	2 TMR Teachers Upper Dublin	Update
	Lelage Kanes	Upper Moreland Teachers	Update
	Gary Cochran	L&A Supervisors	Update
	Gary Cochran	Methacton New Teachers	Training

MONTH: March 1978

DATE	AID STAFF	WITH	PURPOSE
3/2/78	Debbie Rubinsohn	10 L&A Special Ed. Teachers 2 Admin. Cheltenham	Update
	Ellen Baum	IU LD Teacher	Update
3/3/78	Debbie Rubinsohn	3 Hatboro Horsham Teachers	Update
	Gary Cochran, Bart Proger	L&A Supervisor/Dr. Banks	Detention Centers
3/6/78	Phil Juska	EMR Teachers Pottstown	Update
	Judy Waltman	3 SMR Teachers IU	Update
	Sharon Greis	Hearing Clinician, Lower Merion	Update
	Sue Millaway	IU Vision Supervisor	Consultation
	All AID Staff	Peter Boardman	Update on Hearings
	Gary Cochran	Pottsgrove Teacher	Training
	Gary Cochran	17 L&A Spec. Ed. Teachers	Update
3/7/78	Phil Juska	IU EMR Teachers	Update
	Judy Waltman	IU SMR Teacher	Update
	Sheila Mazzoli	TMR Teacher Upper Moreland	Update
	Betsy Montileone	3 Clinicians Pottstown	Update
	Gary Cochran, Debbie Rubinsohn	35 L&A Teachers	Update
3/8/78	Judy Waltman	Fuhrman Clinic Teacher	Update
	Phil Juska	Souderton EMR Teachers	Update
	Sharon Greis	IU Communication Disorders Teacher	Update

MONTH: March 1978

DATE	AID STAFF	WITH	PURPOSE
3/8/78	Sharon Greis	2 IU Hearing Clinicians	Update
3/8/78	Sue Millaway	IU Vision Teachers	Update
	Sue Millaway	IU Vision Upper Merion	Referral
	Debbie Rubinsohn	2 Upper Moreland Teachers	Update
	Debbie Rubinsohn	2 Hatboro Horsham Teachers	Update
	Bart Proger	IEP Coordinators	Meeting
3/9/78	Sue Millaway	Psychological Staff	Inservice
	Barbara Merves	Norristown LD Teachers	Update
	Phil Juska	Lower Merion EMR Teachers	Update
	Judy Waltman	PH Teachers	Update
	Sheila Mazzoli	TMR Teacher Souderton	Update
	Gary Cochran	SED Teachers Norristown	Update
	Debbie Rubinsohn	4 Upper Dublin Teachers	Update
	Ellen Baum	IU LD Teacher	Update
	Lelage Kanes, Chris Lewis	N. Bingaman, Harrisburg	Update
3/10/78	Sheila Mazzoli, Judy Waltman, Bart Proger	TMR/SPMR Supervisors	Referral System
	Ellen Baum	Pathway Teachers	Update
	Betsy Montileone	4 Speech Clinicians	Update
	Judy Waltman	Norristown TMR/SMR Teachers	Update

MONTH: March 1978

DATE	AID STAFF	WITH	PURPOSE
3/10/78	Phil Juska	Upper Merion EMR Teachers	Update
	Phil Juska	EMR Norristown Teachers	Update
	Barbara Merves	Upper Merion LD Teacher	Update
	Barbara Merves	Wissahickon LD Teachers	Update
	Lelage Kanes, Chris Lewis	Norristown Teachers	Update
	Lelage Kanes, Chris Lewis	Souderton Teachers	Update
	Gary Cochran	L&A Teachers Methacton	Update
	Debbie Rubinsohn	1 Hatboro Horsham Teacher	Training
	Debbie Rubinsohn	2 Hatboro Horsham Teachers	Follow Up
3/13/78	Sharon Greis	IU Hearing Teacher	Update
	All AID Staff, Bart Proger	Hinda Miller	Consultation
	Gary Cochran	2 new Psychiatric Teachers	Update
	Chris Lewis	IEP Advisory Committee	Update
3/14/78	Barbara Merves	Wissahickon LD Teachers	Update
	Sharon Greis	Hearing Staff Meeting	Update
	Judy Waltman	SMR New Teacher	Training
	Judy Waltman	PH Teacher	Update
	Sheila Mazzoli	TMR Lower Merion Teacher	Update
	Sheila Mazzoli	3 TMR Teachers N. Penn	Update
	Phil Juska	EMR Teacher Perkiomen Valley	Update

MONTH: March 1978

DATE	AID STAFF	WITH	PURPOSE
3/14/78	Lelage Kanes, Chris Lewis	Wissahickon Teachers	Update
	Gary Cochran	Methacton IU LA Teachers	Update
	Debbie Rubinsohn	L&A MIT	LEA Rep Training
	Debbie Rubinsohn	2 Colonial IU Teachers	Follow Up
3/15/78	Bart Proger	RRC - Coordinators	APS agreement
	Betsy Montileone, Phil Juska	Gwynedd Mercy College	Inservice
	Phil Juska	EMR Teacher Upper Moreland	Update
	Sheila Mazzoli	5 TMR Teachers Abington	Update
	Judy Waltman	S/PMR Teacher IU	Update
	Barbara Merves	Methacton LD Teacher	Update
	Barbara Merves	Colonial LD Teachers	Update
	Barbara Merves	IU LD Teacher	Update
	Lelage Kanes	Downington Inn Workshop	Workshop
	Gary Cochran	Pottstown IU L&A Teacher & District Teacher	Update
	Debbie Rubinsohn	8 Timothy School APS Teachers	Update
	Ellen Baum	IU LD Teacher	Update
3/16/78	Barbara Merves	Methacton LD Teacher	Update
	Barbara Merves	Wissahickon LD Teachers	Update
	Phil Juska	Pottstown EMR Teachers	Update

MONTH: March 1978

DATE	AID STAFF	WITH	PURPOSE
3/16/78	Lelage Kanes, Chris Lewis	Methacton Teachers	Follow Up
	Gary Cochran	Upper Perkiomen L&A Teachers IU	Update
	Debbie Rubinsohn	1 MIT, 1 Teacher Upper Dublin	Update
	Ellen Baum	Lower Merion LD Teacher	Update
3/17/78	Phil Juska	N. Penn EMR Teachers	Update
	Barbara Merves	Methacton LD Teacher	Update
	Barbara Merves	2 IU LD Teachers	Update
	Lelage Kanes, Chris Lewis	Methacton Teachers	Follow up
	Gary Cochran	L&A St. Gabes	Followup
	Gary Cochran	Supervisor L&A	Detention
	Debbie Rubinsohn	2 Teachers Upper Dublin	Follow Up
	Ellen Baum	Pathway APS teacher	Update
3/22/78	Bart Proger	IEP Coordinators	PLF Agreement
3/27/78	Lelage Kanes	Cheltenham Teachers	Follow Up
	Gary Cochran.	Methacton District L&A Teacher	Follow Up
3/28/78	Barbara Merves	IU LD Teacher	Update
	Judy Waltman	Parent Advisory Board	Update
	Sheila Mazzoli	2 TMR Teachers P. Valley	Update
	Phil Juska	EMR Teachers N. Penn	Update
	Gary Cochran	Pottsgrove L&A IU Teachers	Update

MONTH: March 1978

DATE	AID STAFF	WITH	PURPOSE
3/28/78	Debbie Rubinsohn	2 Hatboro Horsham Teachers	Follow Up
	Chris Lewis, Lelage Kanes	Perkiomen Valley Teachers	Training
2/29/78	Phil Juska, Debbie Rubinsohn	State IEP Meeting	Meeting
	Barbara Merves	IU LD Teacher	Update
	Sue Millaway	IEP Planning Meeting	
	Sharon Greis	2 IU Hearing Therapist	Update
	Gary Cochran	L&A IU Perkiomen Valley Teachers	Update
	Chris Lewis, Lelage Kanes	Perkiomen Valley Teachers	Training
3/30/78	Phil Juska, Debbie Rubinsohn	State IEP Meeting	Meeting
	Barbara Merves	Colonial LD Teachers	Update
	Sheila Mazzoli	TMR Consortium Meeting	Update
	Judy Waltman	SMR Teacher	Update
	Lelage Kanes	Upper Moreland Teachers	Update
	Gary Cochran	Pottstown L&A IU Teachers	Update
	Gary Cochran	L&A MIT	LEA Rep.
	Chris Lewis	Methacton Teachers	Follow Up
	Chris Lewis	Hatboro Horsham Teachers	Follow Up
3/31/78	Barbara Merves	Upper Moreland LD Teacher	Update
	Lelage Kanes	L. Merion Teachers	Update
	Gary Cochran	IU L&A Teacher Souderton	Update

MONTH: March/April 1978

DATE	AID STAFF	WITH	PURPOSE
3/31/78	Debbie Rubinsohn	3 Teachers Upper Dublin	Follow Up
	Chris Lewis	Upper Moreland Teachers	Follow Up
April			
4/2/78	Chris Lewis, Betsy Montileone, Judy Waltman, Bart Proger	CBIS, Danville	Attended Workshop
4/3/78	Chris Lewis, Betsy Montileone, Judy Waltman, Bart Proger	CBIS, Danville	Attended Workshop
	Ellen Baum	Pathway Teachers	Inservice
	Gary Cochran	Methacton IU Teachers	Follow Up
	Sheila Mazzoli	Perkiomen Valley IU & District Teachers	Follow Up
	Sheila Mazzoli	Perkiomen Valley IU TMR/SMR Teachers	Follow Up
4/4/78	Phil Juska	Spring-Ford Teachers	Follow Up
	Chris Lewis, Lelage Kanes	Upper Merion Teachers	Inservice
	Barbara Merves	IU LD Teachers	Follow Up
	Debbie Rubinsohn	IU Hatboro Teachers	Follow Up
	Bart Proger	SERRC	APS Excess Cost Agreement
4/5/78	Sharon Greis	IU Audiogist & Springfield Nurses	Follow Up
	Sue Millaway	IU Vision Teacher	Follow Up
	Phil Judka	Upper Perkiomen Teacher	Follow Up
	Debbie Rubinsohn	Colonial Teacher	Follow Up

MONTH: April 1978

DATE	AID STAFF	WITH	PURPOSE
4/5/78	Chris Lewis, Lelage Kanes	Lancaster	PDE IEP Inservice
	Ellen Baum, Bart Proger	Central Vo-Tech	Follow Up
	Barbara Merves	Colonial LD Teacher	Follow Up
	Gary Cochran	IU L&A Teacher	Follow Up
	Gary Cochran	Methacton Teacher	Follow Up
	Gary Cochran	IU L&A Supervisors	Follow Up
4/6/78	Judy Waltman	IU SMR Teachers	Follow Up
	Chris Lewis,Lelage Kanes	Lancaster	PDE IEP Inservice
	Bart Proger	Jeff Grotsky - Harrisburg	Meeting
	Ellen Baum	Vocational Research Institute	Meeting
	Ellen Baum	IU Teacher Horsham	Follow Up
	Barbara Merves	Upper Moreland Teacher	Follow Up
	Phil Juska	North Penn/Spring Ford Teacher	Follow Up
	Debbie Rubinsohn	Upper Dublin IU Teacher	Follow Up
	Debbie Rubinsohn	Upper Moreland Teacher	Follow Up
	Sheila Mazzoli	Souderton TMR Teacher	Follow Up
4/7/78	Judy Waltman	NLRC/P	IEP Coordinators Meeting
	Chris Lewis, Lelage Kanes	Lancaster	PDE IEP Workshop
	Ellen Baum	North Penn Teachers	Follow Up
	Barbara Merves	Colonial LD Teachers	Follow Up

MONTH: April 1978

DATE	AID STAFF	WITH	PURPOSE
4/7/78	Barbara Merves	Upper Moreland LD Teachers	Follow Up
	Debbie Rubinsohn	Hatboro Horsham IU Teacher	Follow Up
	Phil Juska, Sheila Mazzoli	MR Center	Inservice
4/10/78	Judy Waltman, Bart Proger	IU Advisory Board	Meeting
	Gary Cochran	Norristown L&A Teachers	Follow Up
	Gary Cochran	Methacton IU L&A Teacher	Follow Up
	Debbie Rubinsohn	L&A IU Supervisors	Follow Up
4/11/78	Bart Proger	District Contact People	Follow Up
	Chis Lewis	Upper Moreland Teachers	Inservice
	Lelage Kanes	Upper Merion Teachers	Inservice
	Ellen Baum	Abington Administration	Follow Up
	Barbara Merves	IU LD Teacher	Follow Up
	Gary Cochran	Norristown District Contact Person	Follow Up
	Debbie Rubinsohn	Abington Teachers	Training
	Sharon Greis	IU Hearing Staff	Follow Up
	Phil Juska	Methacton/North Penn Teachers	Follow Up
4/12/78	Chris Lewis	Pottsgrove Teachers	Follow Up
	Ellen Baum	Vanguard Teachers	Follow Up
	Ellen Baum	N. Penn District Teachers	Follow Up
	Gary Cochran	Perkiomen Valley IU L&A Teacher	Follow Up

MONTH: April 1978

DATE	AID STAFF	WITH	PURPOSE
4/12/78	Debbie Rubinsohn	Hatboro IU Teacher, psychologist	Follow Up
	Debbie Rubinsohn	Upper Dublin IU Teacher	Follow Up
	Sheila Mazzoli, Bart Proger	PLF Consortium	Meeting
	Sharon Greis	IU Hearing Therapists	Follow Up
4/13/78	Chris Lewis	Pottsgrove Counselors	Training
	Lelage Kanes	Upper Merion Teachers	Training
	Ellen Baum, Gary Cochran	Grantville	VoTech Conference
	Barbara Merves	Upper Moreland LD Teachers	Follow Up
	Debbie Rubinsohn	Upper Dublin IU Teacher	Follow Up
	Sheila Mazzoli, Judy Waltman	AMTEX	Word Processing
	Phil Juska	Pottstown Teachers	Follow Up
	Bart Proger	IEP Coordinators	Meeting
4/14/78	Chris Lewis	Souderton Teachers Inservice	Inservice
	Lelage Kanes	Upper Merion Teachers	Training
	Ellen Baum, Gary Cochran	Grantville	VoTech Conference
	Debbie Rubinsohn	Upper Dublin IU Teachers	Follow Up
	Phil Juska	Ashbourne School Administration	Meeting
	Phil Juska	North Penn Teachers	Follow Up
4/17/78	Phil Juska	Upper Merion Guidance/Psychologists	Inservice

MONTH: April 1978

DATE	AID STAFF	WITH	PURPOSE
4/17/78	Chris Lewis, Lelage Kanes, Barbara Merves	Upper Dublin Teachers	Inservice
	Chris Lewis	SpringFord Teachers	Training
	Gary Cochran	IU L&A Supervisor	Follow Up
4/18/78	Sharon Greis	IU Hearing Therapist	Follow Up
	Sue Millaway	Vision Supervisor	Update
	Betsy Montileone, Phil Juska	Gwyned Mercy College	Inservice
	Debbie Rubinsohn	Cheltenham Teachers	Follow Up
	Judy Waltman	PLF and Springfield Adm.	Update
	Chris Lewis, Lelage Kanes	Upper Perkiomen Teachers	Inservice
	Ellen Baum	IU Souderton Teacher	Follow Up
	Ellen Baum	North Penn Teacher	Follow Up
	Barbara Merves	Upper Merion Teachers	Follow Up
4/19/78	Chris Lewis	Cheltenham Math Coordinators	Inservice
	Lelage Kanes	Upper Perkiomen Teachers	Inservice
	Ellen Baum	Pottstown Teacher	Follow Up
	Gary Cochran	Pottsgrove IU Teachers	Follow Up
	Gary Cochran	N. Penn Teacher	Follow Up
	Debbie Rubinsohn	Colonial IU Teacher	Follow Up
	Phil Juska	Methacton Sr. High Teachers	Follow Up
	Sue Millaway	Vision IU Teacher	Follow Up

MONTH: April 1978

DATE	AID STAFF	WITH	PURPOSE
4/19/78	Sharon Greis	IU Hearing Therapist	Follow Up
4/20/78	Sheila Mazzoli	TMR Consortium	Meeting
	Phil Juska	Upper Dublin,Springfield,Spring-Ford Teachers	Follow Up
	Lelage Kanes	Upper Perkiomen Teachers	Inservice
	Ellen Baum	Lower Merion LD Teachers	Follow Up
	Ellen Baum, Debbie Rubinsohn	Lower Merion Parents	Meeting
	Barbara Merves	IU LD Teacher	Follow Up
	Gary Cochran	IU LA Souderton Teacher	Follow Up
	Gary Cochran	Wissahickon IU LA Teacher	Follow Up
	Debbie Rubinsohn, Ellen Baum	Lower Merion Contact Person	Service Meeting
	Debbie Rubinsohn	Lower Merion Teachers	Follow Up
4/21/78	Chris Lewis, Barbara Merves, Judy Waltman, Sheila Mazzoli	ABDICK	Word Processing
	Lelage Kanes	IU Teachers	Follow Up
	Ellen Baum, Gary Cochran	Western Vo-Tech	Follow Up
	Gary Cochran	Perkiomen Valley IU Teacher	Follow Up
	Debbie Rubinsohn	Hatboro-Horsham Teacher	Follow Up
	Sheila Mazzoli, Judy Waltman	Norristown IBM	Word Processing

MONTH: April 1978

DATE	AID STAFF	WITH	PURPOSE
4/24/78	Lelage Kanes	Upper Dublin Teachers	Follow Up
	Gary Cochran	IU LA Perkiomen Valley Teacher	Follow Up
	Sue Millaway	Vision Teacher	Follow Up
4/25/78	Sheila Mazzoli	Perkiomen Valley TMR IU and District Teachers	Follow Up
	Chris Lewis, Lelage Kanes	Upper Perkiomen Teachers	Inservice
	Lelage Kanes, Bart Proger	Jenkintown Parents	Training
	Ellen Baum	IU Lower Merion Teachers	Follow Up
	Ellen Baum	IU Abington LD Teachers	Follow Up
	Gary Cochran	LA IU Supervisors & MIT	Follow Up
	Gary Cochran	North Penn IU LA Teacher	Follow Up
4/26/78	Chris Lewis, Lelage Kanes	Upper Perkiomen Teachers	Inservice
	Ellen Baum	IU Pottstown Teachers	Follow Up
	Gary Cochran, Barbara Merves	APS Consortium Philadelphia	Meeting
	Debbie Rubinsohn	Springfield Teacher	Follow Up
	Sharon Greis	IU Hearing Therapist	Follow Up
4/27/78	Chris Lewis, Lelage Kanes	Upper Perkiomen Teachers	Inservice
	Ellen Baum	PRISE	
	Gary Cochran	Souderton IU L&A Teacher	Follow Up

MONTH: April 1978 /May 1978

DATE	AID STAFF	WITH	PURPOSE
4/27/78	Sheila Mazzoli	Pottstown IU TMR Teachers	Follow Up
	Chris Lewis	Upper Merion Teachers	Training
4/28/78	Chris Lewis	Souderton Teachers	Inservice
	Ellen Baum	North Penn District Teacher	Follow Up
	Ellen Baum	IU Hatboro-Horsham Teacher	Follow Up
	Ellen Baum	Hatboro-Horsham Guidance	Follow Up
	Barbara Merves	Colonial LD Teachers	Follow Up
	Barbara Merves	IU LD Teacher	Follow Up
	Gary Cochran	St. Gabes IU L&A Teacher	Follow Up
	Debbie Rubinsohn	Upper Dublin IU Teacher	Follow Up
5/1/78	Judy Waltman, Chris Lewis, Lelage Kanes, Ellen Baum, Barbara Merves, Debbie Rubinsohn	Amtex	Word Processing
	Gary Cochran	3 IU L&A Teachers	Follow Up
	Phil Juska	CEC Convention	
5/2/78	Sheila Mazzoli, Bart Proger	Project AID Parent Advisory Board	Meeting
	Bart Proger	AID Secretaries	Update
	Gary Cochran	2 IU L&A Teachers	Update
	Ellen Baum	Central Vo-Tech	Follow Up
	Ellen Baum	North Penn Teacher	Follow Up

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MONTH: May, 1978

DATE	AID STAFF	WITH	PURPOSE
5/2/78	Phil Juska	CEC Concention	
5/3/78	Gary Cochran	1 IU L&A Teacher	Follow Up
	Gary Cochran	4 Upper Merion Teachers	Follow Up
	Barbara Merves	IU LD Teacher	Update
	Barbara Merves	District LD Teachers	Follow Up
	Ellen Baum	North Penn Teacher	Follow Up
	Phil Juska	CEC Convention	
	Debbie Rubinsohn	Upper Dublin & Cheltenham teachers	Follow Up
5/4/78	Sheila Mazzoli	Souderton TMR Teacher	Follow Up
	Gary Cochran	2 IU L&A Teachers	Follow Up
	Debbie Rubinsohn, Barbara Merves Chris Lewis, Lelage Kanes, Ellen Baum, Judy Waltman,	Xerox	Word Processing
	Barbara Merves	IU LD Teachers	Update
	Chris Lewis, Lelage Kanes	Abington Teachers	Follow Up
	Phil Juska	CEC Convention	
5/5/78	Gary Cochran	IU L&A Teachers	Update
	Barbara Merves	District LD Teachers	Update
	Barbara Merves	IU LD Teachers	Update
	Judy Waltman	Word Processing Meeting IBM	

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MONTH: May, 1978

DATE	AID STAFF	WITH	PURPOSE
5/5/78	Ellen Baum	Lower Merion Teachers	Update
	Phil Juska	CEC Convention	
	Debbie Rubinsohn	Lower Merion Teachers	Follow Up
5/8/78	Bart Proger, Chris Lewis, Debbie Rubinsohn, Judy Waltman	IU IEP Advisory Board	Meeting
	Ellen Baum	North Penn Teachers	Update
5/9/78	Sue Millaway	IU Vision Staff	Update
	Gary Cochran	2 IU L&A Teachers	Update
	Barbara Merves	Wordsworth Teachers	Update
	Barbara Merves	IU Teacher LD	Update
	Chris Lewis, Lelage Kanes	Abington Teachers	Follow Up
	Ellen Baum	Lower Merion Teachers	Update
	Debbie Rubinsohn	Lower Merion Teachers Timothy School	Follow Up Follow Up
5/10/78	Sue Millaway, Sharon Greis, Sheila Mazzoli	CEC Training Institute	
	Bart Proger, Debbie Rubinsohn	IEP Coordinator	RCF Agreement
	Barbara Merves	District LD Teacher	Update
	Barbara Merves	IU LD Teacher	Update
	Chris Lewis, Lelage Kanes	IBM	Word Processing

MONTH: May, 1978

DATE	AID STAFF	WITH	PURPOSE
5/10/78	Betsy Montileone	Word Processing	Meeting
	Lelage Kanes	RRC	Research
5/11/78	Sue Millaway, Sheila Mazzoli, Sharon Greis	CEC Training Institute	
	Gary Cochran	3 IU L & A Teachers	Follow Up
	Barbara Merves	District LD Teachers	Update
	Judy Waltman	Vydeck	Word Processing
	Ellen Baum	Abington Teachers	Update
	Phil Juska	Hatboro-Horsham Teacher	Follow Up
	Debbie Rubinsohn	Hatboro-Horsham & Upper Dublin Teachers	Follow Up
5/12/78	Sue Millaway, Sharon Greis, Sheila Mazzoli	CEC Training Institute	
	Gary Cochran	IU L&A Teacher	Follow Up
	Gary Cochran, Barbara Merves	Winfield	Follow Up
	Chris Lewis, Lelage Kanes	North Penn Teachers	Training
	Ellen Baum	Pottsgrove Teachers	Update
	Phil Juska	NLRC/P	IEP Coordinators Meeting
	Debbie Rubinsohn	Hatboro-Horsham & Upper Dublin Teachers	Follow Up
5/15/78	Bart Proger	Computer Consultants	
	Gary Cochran	IU L&A Teacher	Follow Up

MONTH: May, 1978

DATE	AID STAFF	WITH	PURPOSE
5/16/78	Sue Millaway	Vision Referral	
	Gary Cochran	2 IU L&A Teachers	Follow Up
	Barbara Merves	District LD Teacher	Update
	Chris Lewis, Lelage Kanes	Upper Dublin Teachers	Follow Up
	Ellen Baum	Springfield IU Teacher	Follow Up
	Debbie Rubinsohn	Colonial	Follow Up
	Sharon Greis	2 IU Hearing Itinerant Teachers	Review/Revision Update
5/17/78	Gary Cochran	2 IU 1&A Teachers	Follow Up
	Gary Cochran	2 District ED Teacher	Follow Up
	Gary Cochran	IU Supervisors L&A Teacher	Follow Up
	Barbara Merves	District LD Teachers	Follow Up
	Chris Lewis, Lelage Kanes	North Penn Teachers	Training
	Ellen Baum	Souderton LD Teachers	Follow Up
	Ellen Baum	North Penn LD Teachers	Follow Up
	Debbie Rubinsohn	Cheltenham Teachers	Follow Up
5/18/78	Sheila Mazzoli	TMR Consortium	Meeting
	Bart Proger	IEP Coordinators	Excess Cost Agreement
	Barbara Merves	District LD Teachers	Update
	Chris Lewis, Lelage Kanes	North Penn Teachers	Training

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MONTH: May, 1978

DATE	AID STAFF	WITH	PURPOSE
5/18/78	Ellen Baum	Pottstown District Teachers	Follow Up
	Ellen Baum	Pottstown IU Teacher	Follow Up
	Debbie Rubinsohn	Lower Merion	Follow Up
5/19/78	Gary Cochran	District ED Teacher	Follow Up
	Barbara Merves	District LD Teachers	Update
	Chris Lewis	North Penn Teacher	Training
	Lelage Kanes	Millersville	Conference on parenting
	Ellen Baum	Springfield LD Teacher	Follow Up
	Debbie Rubinsohn	Hatboro-Horsham & Upper Dublin	Follow Up
5/22/78	Gary Cochran	IU L&A Supervisors	Update
	Betsy Montileone, Bart Proger	Meeting	Student Records Policy
	Judy Waltman	IU Supervisors	Word Processing Meeting
	Lelage Kanes	Upper Dublin Teachers	Follow Up
	Ellen Baum	Lower Merion Teacher	Follow Up
5/23/78	Gary Cochran	IU L&A Teachers	Follow Up
	Gary Cochran	District SED Teacher	Follow Up
	Barbara Merves	IU LD Teacher	Update
	Chris Lewis, Lelage Kanes	North Penn Teacher	Training
	Ellen Baum	Souderton IU Teacher	Follow Up

MONTH: May, 1978

DATE	AID STAFF	WITH	PURPOSE
5/23/78	Ellen Baum	North Penn District Teacher	Follow Up
	Phil Juska	Upper Dublin Teacher	Follow Up
5/24/78	Sheila Mazzoli	IU TMR Teacher	Follow Up
	Gary Cochran	IU L&A Teacher	Follow Up
	Barbara Merves	District LD Teacher	Follow Up
	Lelage Kanes	North Penn	Follow Up
	Ellen Baum	Hatboro-Horsham IU Teachers	Follow Up
	Debbie Rubinsohn	Cheltenham Teachers	Follow Up
	Sharon Greis	IU Supervisor Hearing Itinerant	Follow Up
5/25/78	Chris Lewis, Lelage Kanes	Upper Dublin Teacher	Training
	Gary Cochran	IU L&A Teacher	Follow Up
	Phil Juska	EMR Parents	Meeting
	Debbie Rubinsohn	Upper Dublin-Hatboro-Horsham-Springfield	Follow Up
5/26/78	Gary Cochran	Perk Valley Academy	Conference
	Ellen Baum	Abington IU Teacher	Follow Up
	Ellen Baum	Lower Merion Teacher	Follow Up
	Debbie Rubinsohn	Lower Merion Teacher	Follow Up

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MONTH: May/June 1978

DATE	AID STAFF	WITH	PURPOSE
5/30/78	Gary Cochran	L&A Teacher	Follow Up
	Ellen Baum	Lower Merion LD Teacher	Follow Up
	Phil Juska	Project PIE	Workshop
5/31/78	Phil Juska	Upper Dublin Teacher	Follow Up
	Debbie Rubinsohn	Hatboro-Horsham, Upper Dublin	Follow Up
6/1/78	Ellen Baum	Souderton IU Teacher	Follow Up
	Gary Cochran	IU/SED/BI Teacher	Follow Up
	Gary Cochran	Upper Merion Teachers	Follow Up
	Debbie Rubinsohn	Cheltenham Teachers	Follow Up
	Debbie Rubinsohn	Upper Dublin Teachers	Follow Up
6/2/78	Gary Cochran	3 IU SED/BI Teachers	Follow Up
	Barbara Merves	LD Teachers	Follow Up
	Debbie Rubinsohn	Springfield Teachers	Follow Up
	Bart Proger	Computer Consultant	
6/5/78	Sue Millaway	Pottstown Teacher	Follow Up
	Bart Proger	Dr. Harken	AID staff
6/6/78	Betsy Montileone, Bart Proger	Meeting with PDE	Student Records
	Sheila Mazzoli, Gary Cochran	Delaware Co. IU	Inservice
	Lelage Kanes	Upper Dublin Teachers	Training
	Debbie Rubinsohn	Lower Merion	Follow Up

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MONTH: June 1978

DATE	AID STAFF	WITH	PURPOSE
6/7/78	Barbara Merves, Debbie Rubinsohn, Gary Cochran	Ashbourne Teachers	Follow Up
	Sharon Greis	Hearing Supervisor	Follow Up
	Judy Waltman, Ellen Baum	Delaware CountyIU	Inservice
	Gary Cochran	IU SED/BI teachers	Follow Up
6/8/78	Barbara Merves	LD Teachers	Follow Up
	Gary Cochran	IU Teacher	Follow Up
	Gary Cochran	IU Teachers	Follow Up
	Chris Lewis, Lelage Kanes	Upper Dublin Teachers	Follow Up
	Judy Waltman, Bart Proger	NLRC/P	RCF Consortium Agreement
	Debbie Rubinsohn	Colonial - LEA	Follow Up
6/9/78	Gary Cochran	IU Teachers	Follow Up
	Debbie Rubinsohn	Lower Merion	Follow Up
	Bart Proger	RRC	APS Agreement
6/12/78	Barbara Merves	LD Teachers	Follow Up
	Sharon Greis	IU Hearing Teacher	Follow Up
	Ellen Baum	Pottstown LD/IU Teacher	Follow Up
	Sue Millaway	Overbrook School for Blind	Evaluation
	Debbie Rubinsohn, Gary Cochran	Sheraton	SED Symposium

MONTH: June 1978

DATE	AID STAFF	WITH	PURPOSE
6/13/78	Barbara Merves	LD Teachers	Follow Up
	Sheila Mazzoli	Task Force	Meeting
	Ellen Baum	Souderton LD IU Teacher	Follow Up
	Gary Cochran	IU L&A Teacher	Follow Up
	Chris Lewis, Lelage Kanes	Upper Dublin Teachers	Follow Up
	Judy Waltman	NLRC/P	RCF Meeting
	Debbie Rubinsohn	Upper Dublin & Hatboro-Horsham	Follow Up
6/14/78	Barbara Merves	LD Teachers	Follow Up
	Ellen Baum	Hatboro IU/LD Teacher	Follow Up
	Gary Cochran	Pottstown L & A Teacher	Follow Up
	Chris Lewis, Lelage Kanes	Upper Dublin Teachers	Follow Up
	Sue Millaway	Norristown	Follow Up
	Bart Proger	NLRC/P	IEP Coordinators Meeting
6/15/78	Barbara Merves	LD Teachers	Follow Up
	Ellen Baum	Springfield IU LD Teacher	Follow Up
	Bart Proger, Betsy Montileone	Ben	Confidentiality
6/16/78	Barbara Merves	LD Teachers	Follow Up
	Ellen Baum	Lower Merion Teacher	Follow Up
	Gary Cochran	L&A IU Teachers	Follow Up

MONTH: June 1978

DATE	AID STAFF	WITH	PURPOSE
6/19/78	Sue Millaway	Souderton	Meeting
	Bart Proger	RRC	APS Consortium Agreement
6/20/78	Sue MIllaway	Norristown	Meeting
6/21/78	Gary Cochran	L&A IU Teacher	Follow Up
	Chris Lewis, Lelage Kanes	Upper Dublin Teachers	Follow Up
	Debbie Rubinsohn	Springfield	Follow UP
6/22/78	Barbara Merves	LD Teachers	Follow Up
	Chris Lewis, Lelage Kanes	Upper Dublin Teachers	Follow Up
	Debbie Rubinsohn	Lower Merion-LEA Rep Training	Harriton High
6/27/78	Bart Proger, Phil Juska	NLRC/P	APS Agreement
6/28/78	Ellen Baum	Abington IU Teacher	Follow Up
	Chris Lewis, Lelage Kanes	Upper Dublin Teachers	Follow Up
	Judy Waltman, Bart Proger	NLRC/P	RCF Meeting
6/30/78	Bart Proger	Carl Thornton - Harrisburg	Regional Reviewer System

APPENDIX D

TEACHER TRAINING AGENDA

PROJECT AID: ASSISTANCE for IEP DEVELOPMENT

FACT SHEET .

Location of Project AID: Second floor of Special Education Center
16058 West Main Street, Norristown, Pa. 19401

Phone: 539-8550 Extensions 278, 279, 280, 281, 282

Director of Project AID: Dr. Barton B. Proger

Trainer/Facilitators:

Phil Juska	EMR/PH
Sheila R. Mazzoli	TMR/SMR/PMR
Betsy Montileone	Speech
Chris Lewis	Gifted
Gary Cochran	L & A
Debbie Rubinsohn	L & A
Ellen Baum	L. D.
Barbara Mervis	L. D.

Brief Project Description:

Phase 1 - 3 day Intensive Staff Training
October 10, 1977 - December 23, 1977

Phase 2 - Individual Assistance in IEP Development
January 9, 1978 - June 22, 1978

Phase 3 - Parent Awareness and Training Sessions
September, 1977 - June, 1978

Phase 4 - Immediate Help for Teacher of any Child who Enters after October 1, 1977:
October 1, 1977 June 30, 1978

Services:

1. Training in writing IEP's.
2. Follow-up consultation on one-to-one basis with each teacher on IEP's still remaining that must be written.
3. Answering service for you to contact trainers.
4. Typing available for first draft IEP's.

What you will need to bring to training sessions:

1. State Guideline Manuals
**2. Student records:
   All personal data on each student (e.g., birthdate, entrance date, reason for referral, additional services, psychological reports, educational evaluations, progress reports, anecdotal records, etc.)
**3. Assessment Data on current levels of mastery and performance. This is needed to determine present levels of functioning. Information from diagnostic prescriptive tools, math and reading inventories and other informal assessments will be essential.
4. Teachers using specific commercially-produced curricula should have available the lists of long-range and short term objectives provided by the publishers of that material.

**In considering areas 2 and 3 above, the concept of confidentiality is vital! The records and information on individual students brought to the training sessions is for the specific use of each student's teacher and only that teacher.

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PROJECT AID: ASSISTANCE for IEP DEVELOPMENT

IEP NEEDS ASSESSMENT OF STAFF

Directions: Please fill in the following items to assist the staff of Project AID in meeting your needs most effectively this year. When you have completed all of the information, please detach the fact sheet for future reference and return the needs assessment to Project AID.

1. Name_____

2. Exceptionality_____ 3. Type of Class_____
(I.U. District APS)

4. School District Location_____

5. School Phone_____ 6. Working Hours_____

7. Total Number of Exceptional Students on your Class Role_____

8. Weekdays and Times Convenient for Providing Assistance during Phase II - (January-June)_____

_____

9. IEP Workshop(s) Attended: Shippensburg____Montgomery County Community College____Other_____

For the purpose of planning IEP Workshops, please indicate the amount of training you feel you need in each of the following areas by circling a one (little training), two, three, or four (much training)

Little			Much
1	2	3	4

1. I would like further information regarding the implications and mandates involved in Public Law 94-142 as it relates to:
   a. referral procedures
      1 2 3 4
   b. placement and due process considerations
      1 2 3 4
   c. program planning conferences
      1 2 3 4
   d. IEP time lines
      1 2 3 4

2. Information concerning present educational levels
   1 2 3 4

3. Writing annual goals
   1 2 3 4

4. Writing short term objectives
   1 2 3 4

5. Types of assessments that are appropriate for my type of exceptionality
   1 2 3 4

6. Information on parent involvement and conferencing
   1 2 3 4

7. What aspects of the IEP process are you most concerned about at the present time?_____

_____

_____

_____

_____

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APPENDIX E

REQUIREMENTS OF THE LAW

PROJECT AID: ASSISTANCE for IEP DEVELOPMENT

REQUIREMENTS in the LAW CONCERNING the CONTENT

of

INDIVIDUALIZED EDUCATION PROGRAMS (IEP's)

1. A statement of the specific special education and related services to be provided to the child. This must include the type of physical education program and bus transportation if applicable.

2. The extent to which the child will be able to participate in regular educational programs.

3. The projected dates for initiation of services and the anticipated duration of the services.

4. A statement of the child's present levels of educational performance.

5. A statement of annual goals.

6. For each annual goal short term instructional objectives with objective criteria and evaluation procedures.

7. Review date.

APPENDIX F

USE OF IEP FORMS

PROJECT AID-ASSISTANCE FOR IEP DEVELOPMENT

DIRECTIONS FOR FILLING OUT IEP FORMS

I. Page 1- Summary Form

A. Basic Identification Information

1. Student Name-use full name;order does not matter
2. Birthdate
3. Present Date-when you write the IEP
4. Effective Date of IEP-date of parent consent you can not fill this in until PPC.
5. Dates of Review or Revision-an internal decision but it must be within a year of effective date. It would be helpful to line up review date with date of regular psychological reevaluation
6. Grade/Program-(e.g. TMR-secondary)
7. Teacher-your full name - do not type - put signature here
8. School-location of class
9. Operating Agency-(e.g.-IU,District,APS)
10. IEP Coordinator-will be responsible for assembling components, setting deadlines, and other mechanical details
11. LEA Representative-will attend meetings with teachers and parents to review IEP

B. Specification of Primary Assignment(e.g.-regular education with resource room, SC class for EMR, Speech-there can be more than one primary assignment) most will be SC TMR SEC or AI - + speech - some speech only assessing and dismissing - only put for those reasons

1. started-date of initial placement-when kid first came into program & not in file age date & earliest report.
2. duration-can be a date or period of time (e.g.-ongoing subject to reevaluation)
3. materials-refers to special media and materials not normally found in the classroom(e.g.-braille,ramps)
4. statement regarding least restrictive alternative-has been substituted for reason for referral
5. services-(e.g.-transportation,physical education,shop) transport + adaptive PE must be there also long in program

C. Present Educational Levels-teacher has to make a judgement as to what should be reported. You need educationally relevant information. May range from specific test scores (e.g.-Key Math, IRI) to subjective data from previous teachers— for TMRIs TMR profile, RPM.

II. Page 2-Statement of Annual Goals and Short Term Objectives

A. Column 1-instructional areas to be noted with annual goal(s) for that area. Annual goals should be very general statements. Avoid mentioning specific grade levels, etc.

B. Column 2-short term objectives for each annual goal. These objectives must include the terminal behavior, conditions, and criteria for evaluation. This can take two forms:

1. self-contained statements(e.g.-given a lacing string and at least 68 large beads,_____ will string 4 beads in 2 minutes)
2. separate listing of:

Objective	Evaluation Procedures	Criterion
(e.g._____ will multiply 2-digit numbers by 1-digit numbers	Chapter Post-Test provided by Heath Elementary Math Program.	80%

go to guidelines.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

SCHOOL DISTRICT OF RESIDENCE _____

Student's Name: _____

Birthdate: _____

Participants in IEP Development & Writing:

Name	Title

Current Assignment: _____

Date Written: _____

Date of Annual Review: _____

Operating Agent: _____

Person responsible for Implementation of Program: _____

Date of IEP Planning Meeting: _____

PRIMARY ASSIGNMENT AND STATEMENT OF INTEGRATION:	DATE OF INITIATION	EXPECTED DURATION OF SERVICES

RELATED SERVICES:	DATE OF INITIATION	EXPECTED DURATION OF SERVICES

SPECIAL MEDIA OR MATERIALS: _____

Copies to:
- Teacher (Original)
- Parent
- Operating Agent
- District of Residence

STUDENT NAME_____

DATE IEP WRITTEN_____

PRESENT EDUCATION LEVELS
Describe the student's present educational levels (educational strengths/weaknesses) in appropriate curricular areas. These may include, but are not limited to, academic achievement; vocational skills; self-help skills; social adaptation; emotional maturity; motor skills; hearing functioning; visual functioning (orientation and mobility); and speech/language skills. When appropriate, indicate the name of the test/instrument used, and the date of testing.

STUDENT NAME_____ 93

DATE IEP WRITTEN_____

INSTRUCTIONAL AREAS & ANNUAL GOALS	SHORT TERM OBJECTIVES & EVALUATION PROCEDURES (INCLUDE TERMINAL BEHAVIOR, CONDITIONS, AND CRITERIA)

(AID:mlm - Form 13C - Rev. 11/30/77/)

APPENDIX G

PARENT CONFERENCE PROCEDURES

PROJECT AID: ASSISTANCE for IEP DEVELOPMENT

TEACHER PROCEDURES for PARENT CONFERENCES

1. Send letter to parent asking if they wish to attend preliminary planning conference. (Form 1)

2. Parent will send back information on if they wish to attend or not or want further information. (Bottom of Form 1) If parents wish to attend, call immediately.

3. If do not receive form back from parents, send reminder letter. (Form 2).

4. If you do not receive second form back, call parent.

5. If on Form 1 a parent wants further information, you must call them and fill out Form 4. If the proposed IEP is discussed over the phone, this also must be documented on Form 4.

6. Everytime you speak to parents on the phone regarding IEP's or try to contact parent by phone, you MUST fill out Form 4 to document attempts at communication.

7. At Preliminary Program Planning Conference:
   (Note: This conference is only with parent, student when appropriate, and teacher - not LEA respresentative or IEP Coordinator)

   a. Show parent form of IEP and answer questions on the form.

   b. Discuss what placement will include. (Services, time in regular program, etc.)

   c. Suggest annual goals.

   d. Ask parent for their concerns for goals for their child

   Use checklist Form 3 for conference.

8. After Preliminary Program Planning Conference has been held, or parent has confirmed they do not wish to attend, write initial IEP.

9. Send letter to parent for Program Planning Conference, use Form 5, and attach your IEP to it.

10. The parent will return the form and will indicate either

    a. that they do not wish to attend the conference and they do accept the IEP

    b. that they want to hold a conference and will indicate where to phone or write to set up conference. Call or write immediately.

    If you do not hear from the parents in twenty (20) days, the IEP is considered accepted.

(AID - 8/31/77)
mlm

APPENDIX H

IEP COMPONENTS

CRITERIA FOR INSTRUCTIONAL COMPONENTS OF IEP

Present Levels

1. Does the statement of present levels go beyond reporting of test scores?
2. Are the upper limits of skills described?
3. Are the skills to be learned next described in more detail?
4. Does the description of present levels allow you to provide direction for the student's program?

Annual Goals

1. Does the annual goal follow from the description of present levels?
2. Is the scope of the goals sufficiently broad so that only one goal is written for a subcategory of a curriculum area? (e.g., There should be only one annual goal in the curriculum area of reading that deals with the subcategory of word attack skills.
3. Does the annual goal reflect anticipated learning of more than one behavior?
4. Does the annual goal describe skills or knowledge to be learned rather than gains in test scores or simply the completion of a specific instructional materials.

Short-Term Objectives and Evaluation Procedures

1. Are objectives specified for each annual goal stated?
2. Are the objectives listed in a meaningful sequence?
3. Does each objective contain the statement of behaviors, the evaluation procedures to be used and the criteria of successful performance?
4. Does the short-term objective describe behavior(s) that can be seen and measured?
5. Do the evaluation procedures allow <u>anyone</u> to determine whether the child has achieved the objective?

6. Is the criterion for successful performance objective rather than subjective?

7. When the criterion of successful performance is stated as a percentage, are the number of trials in the evaluation of the objective also stated?

8. Have you summarized lengthy sequences into six objectives or fewer?

9. Do the objectives stand on their own rather than refer you to another document?

IEP As a Summary Document

1. Does the completed IEP summarize the program emphases for the student over the upcoming year?

2. Does the IEP reflect the ways in which the student's program is different from the programs of other students?

3. Is the completed IEP a summary document whose goals and objectives describe the learning to take place over the long-term, instead of daily?

4. Is the completed IEP free of educational jargon, making it understandable to parents?

5. Does the completed IEP describe the present functioning and anticipated learning across those curriculum areas where programming is provided?

PEOPLE CHECKLIST

Name: _____

Birthdate _____

Previous Teachers
Parents
Nurse
Principal
Psychologist
Psychiatrist
Guidance Counselor
Home and School Visitor
Team Teachers
Educational Specialists

Resource Person	Comments

Resource Person	Comments

Easter Seal Society

Philadelphia • Bucks • Chester • Delaware • Montgomery Counties

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Michael L. Weamer
Executive Director

March 12, 1980

Dr. Robert Leiss
Montgomery County Intermediate Unit
1605 B. West Main Street
Norristown, PA 19401

Dear Bob:

Pursuant to the conversation with Dave Shiery, I am writing concerning transportation for Jami Fiel to the Fuhrman Clinic School, Philadelphia Facility. Jami is being transported in our van each day. The transportation fee for this student is $7.16 per day. The effective starting date for this transportation was November 23, 1979. From that date until the close of school in June is 128 days.

128
x 7.16
$916.48

The fee for this transportation for Jami Fiel from November 23, 1979 until June 12, 1980 is reflected above.

I would appreciate your approval in writing and information on how to bill the Intermediate Unit.

Very truly yours,

Mark J. Sklar, Ed.D.
Director of Services Development

MJS:log

RECEIVED
MAR 13 1980

AFFILIATED WITH THE PENNSYLVANIA AND NATIONAL EASTER SEAL SOCIETIES

Name: _____

Birthdate: _____

PSYCHOLOGICAL

CUMULATIVE FOLDER
Group IQ, Achievement tests, Grades

MEDICAL
Hearing, Vision

DEVELOPMENTAL HISTORY

REMEDIAL REPORTS

SPEECH/LANGUAGE EVALUATION

PARENT/TEACHER CONFERENCE

OTHER

The following questions should be asked when making decisions about the tests that you need.

	TESTS						COMMENTS
*1. Do the tests you're choosing assess the skill areas(s) of interest?							
2. Can the items be objectively scored? (this makes the test more accurate)							
*3. Are the verbal or written instructions at the student's functional level?							
*4. Are the response requirements within the student's ability and sensory limitations?							
*5. Does the device sample enough of the child's skills for you to define his/her skill development in your subject area of concern accurately?							
5a. Does the device follow a logical task analysis?							
*5b. Does the device yield sufficient information for you to write a program for the child?							

*A response of "NO" to these questions will require some more decision-making on your part. The kind of decision you make will depend on whether your concern is about a formal or informal test.

Formal: Your must look further and find a test whose stimulus/response format and content is appropriate.

Informal: If you need further information, feel free to adapt an existing informal test - or make one of your own!

GUIDELINES FOR FORMAL TESTING

Before professionals can administer formal tests and subtests, they must first understand the underlying principles which are generally applicable across all administrations. Without such knowledge, the learner may inadvertently invalidate results of formal tests.

Listed below are some of the major principals of test administration:

1. Environment of Testing - The following characteristics of the testing environment should be maintained at all times to maximize the student's performance: proper lighting, comfortable temperature, proper ventilation, proper seating, non-distracting noise level, no unusual visual distractions, and a table or desk that is set to a comfortable height for the student.

2. Time of Administration - The time of day one chooses to administer tests may affect the reliability of the results. Ideally, most students are generally more alert and attentive in earlier hours of the school day. It is usually undesirable to attempt testing directly before lunch, during recess (unless it is the student's preference), or directly before school lets out. It is very important to make sure that the student is not missing an activity that she/he would strongly prefer being involved in while testing is taking place. Realistically, it is not always possible to make the above arrangements, however, the examiner should keep such undesired testing times to a minimum.

3. Cueing - Formal testing practices are quite different from teaching activities. Often while testing there may occur within the examiner an irresistable urge to help the student get the correct answer or generally assist them throughout the testing. To do so, however, does not in the long run assist the student and may work to invalidate the test results. Some ways the examiner may assist a student may not be readily obvious. Inadvertantly, an examiner may allow inconsistent leniency in scoring responses, offer verbal hints, give facial gestures, or other non-verbal responses or delay the recording of incorrect responses, To prevent this, the examiner is encouraged to ask a friend or colleague to observe a few normal test administrations for possible cueing practices.

4. Rapport - One of the most crucial skills to be mastered by the examiner is that of establishing rapport with the student. Most children are apprehensive in the structured setting of formal testing situations. The examiner can do much to alleviate such feelings by establishing a non-threatening atmosphere. The examiner should explore interests and hobbies or find some other manner of drawing the student into conversation so that she/he might develop a more positive feeling toward the situation before the testing is begun. This will allow the child to relax and hopefully maximize testing performance.

5. Following Manual instructions - Instructions in the manual are written by the test author(s) so that examiners may duplicate conditions under which the test was standardized. Accuracy in following these instructions allows the examiner to have as much faith in the test results as the reliability and validity will permit. Deviation from the prescribed administrative procedures may greatly alter the usefulness of the results.

6. Interruptions and Distractions - In the actual formal testing situation there may be several instances where unanticipated interruptions may occur. Depending on the severity of the interruption, the student's performance could be negatively affected and further testing at that time rendered useless. Most interruptions are usually out of the control of the examiner and little can be done to prevent them. However, it is important to prevent those interruptions that are under the control of the examiner. The following lists several factors which should be considered before beginning testing: Attend to students' bathroom needs, hang a "Do not disturb" sign outside of the test room, check with school office for possible fire drills or other mandatory school operations, attend to students' nutritional state, remove stimulating (and therefore distracting) objects from the testing area, and prepare materials for testing beforehand. Many other factors particular to the individual siuation, may be important.

7. Reading Test Directions Carefully - The examiner must first become familiar with the specific requirements of the tests she/he is to administer. This includes being prepared to read test directions to the student in a meaningful and articulate manner at the appropriate times. Obviously, the examinee will have difficulty with understanding what is being asked if the examiner fails to make the directions understandable.

8. Correctness of Performance - It is only human to be curious about how well one is performing on a test. The important factor to remember concerning informing the students of their performance is never to give the students information regarding how they have done on specific items. What may be permissible is to give general positive statements every so often throughout the testing such as "you're doing just fine." or "You're doing a good job." or "You're doing very nicely." Statements such as "Right!" or "Correct!" or "Good, you got that one!" should be strictly avoided. If the examinee should take the test again on some later date, she/he would have received instruction on the test and subsequent results would be questionable.

9. Instruction During and After Testing - It is often a temptation for an examiner to instruct the child during or after testing. Many times test items stimulate children's interests to the point of wanting to know more about a subject. Unfortunately, for the examiner to answer questions during or after a test amounts to instruction on the test; probably invalidating a test which may be given at some later date.

10. Transition Between Tests and Subtests - The formal testing situation invariably requires more than one test or subtest to be given to the examinee. There are, therefore, periods of time between tests or subtests that should be utilized as a springboard into the next test or subtest. Generally, since different tests or subtests deal with unrelated subjects, the transition should be set up in such a way as to allow the child to adapt mentally to the next part. The examiner must be careful not to break the testing mood of the student. The transition should be a time for releasing tension and therefore should be light in nature, allowing the student to make comments about his or her immediate feelings or thoughts. The later part of the transition period should be used to prepare the student for the next part; a good opportunity to positively reinforce the examinee concerning his or her performance and to make a brief statment concerning the next test or subtest.

Using the following information about a child's test scores, follow the steps outlined below to complete the profile:

Child's Name: Betty Chronological Age 10-9 Grade 5.8
Date of Testing: April 14, 1976
Tests Used: (all dated April 7, 1976)

Slosson Intelligence Test - M.A. 8-4 I.Q. 85
Peabody Individual Intelligence Test -
Reading Recognition - Grade Equiv. - 2.4
Age. Equiv. - 7-5
Reading Comprehension - Grade Equiv. - 2.6
Age Equiv. - 7-7
Mathematics - Grade Equiv. - 3.6
Age Equiv. - 8-9
Keymath - Raw Score 115 - Grade Equiv. 3.7

Step 1: Look at the different kinds of information you have collected. Group them or mark them according to whether they serve as grade or age equivalents (a Mental Age score, or MA, is an age equivalent).

Step 2: Complete the two profiles with the age and grade data provided. If you have a pen and pencil, or two colors at hand, use them to mark Betty's chronological age and age in years, respectively, on the age profile.

Step 3: Inspect the score profiles you have just completed and attempt to answer on paper or to yourself the following questions about the data you have collected.

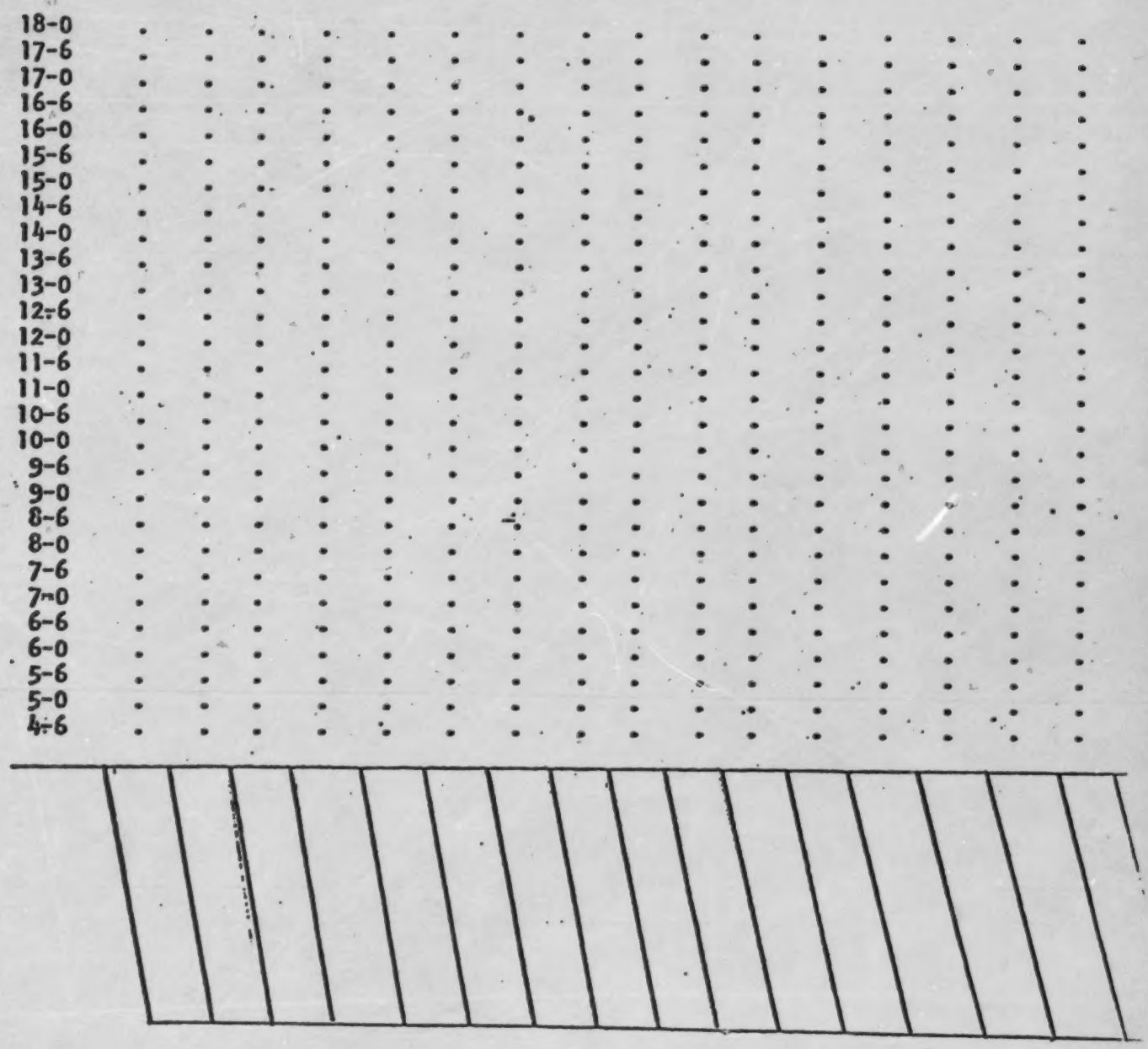
Are there any apparent areas of strength or weaknesses?
Is Betty generally more skilled in language arts, or math?
Is comprehension a problem area compared to her reading recognition skills?
Are Betty's skills at about the level one would expect on the basis of her age?
On the basis of her grade?

Do you see areas in Betty's profile where you would like more information?
More qualitative information?

Child's Name _____

Date: _____

Grade



Test or Subtest
Name and Date

GRADE EQUIVALENT PROFILE

Child's Name _____

Date: _____ _____

Grade

13.0
12.5
12.0
11.5
11.0
10.5
10.0
9.5
9.0
8.5
8.0
7.5
7.0
6.5
6.0
5.5
5.0
4.5
4.0
3.5
3.0
2.5
2.0
1.5
1.0
Kdg.

Test or Subtest
Name and Date

The following chart lists possible test problems and sample suggested solutions which may serve as guidelines for adapting tests informally to individual needs. The suggestions are not intended to be exhaustive.

I. PROBLEM: Written instructions are beyond the student's functional reading level.

ADAPTATIONS:

1. Taperecord written segments of informal test and establish a method of coordinating the tape to the various sections of test.
2. Work with the student as he completes the test, reading those areas of the test which the student is unable to read himself.
3. Rewrite instructions, using vocabulary and language which conveys the same meaning but allows the student to read and complete the test/task independently.

II. PROBLEM: The written instructions presented are within the student's reading capacity but are presented in a print type too small for the student (also, applies to print type and format of mathematics).

ADAPTATIONS:

1. Retype the written segments of the test/task on a Primary-Type typewriter.
2. Print the written segments of test/task with large solid block letters.

III. PROBLEM: The mode of presentation is not appropriate for the student.

A. Graphic Illustrations

ADAPTATIONS:

1. Select alternative pictures and illustrations which could yield the same diagnostic information and accomodate the student's visual problem.
2. Enlarge the pictures from test/task by use of an opague projector.
3. Photograph actual pictures to make 35 mm. slides for wall projection.
4. Simplify the illustrations (isolating figure from ground) by tracing the outline of figure minus superfluous details and remounting it.

B. 3 Dimensional Objects

ADAPTATIONS:

1. Select enlarged objects which match the original in diagnostic purpose but which increase the student's ability to perceive the object visually and to mainipulate the object motorically.
2. Select objects which are more colorful and stimulating for students with poor attention to task.

3. Select objects which have significance to the student (students own articles, etc.) when test/task does not relate specifically to any one object (Counting tasks, matching tasks, classifying, etc.).

C. Auditory Presentation

ADAPTATIONS:

1. If the student has a hearing problem and the format of the test/task is taped, adapt presentation to a more visual format by typing out segments which are presented auditorilly.
2. Hook taped segments to listening post or audiometric amplifier to improve auditory presentation.
3. Work with the student as he completes the test/task clarifying words or sounds which student is unable to perceive.

IV. PROBLEM: The response requirements are beyond the student's ability.

A. Time Motor Responses

ADAPTATIONS:

1. Select enlarged versions of test/task which the student is able to manipulate or develop adaptations which increase or improve student's ability to respond.
2. Work with the student as he completes the test/task assisting the student only with fine motor aspects of responses which student indicates as being appropriate.
3. Select enlarged objects which match the original in diagnostic purpose but which increase the student's ability to perceive the object visually and to manipulate the object motorically.

B. Written Responses

ADAPTATIONS:

1. If the student is unable to write responses due to fine motor impairment, convert each test/task to multiple choice format where student selects correct written response by pointing or in any other way indicating response.
2. Convert the test/task to an auditory format through use of a 4 track language master or audio-flashcard reader where the test/task is taped and the student is able to tape his response also.
3. Establish an alternative response method for True/False responses, responses requiring circling or making an X by providing the student with 3-dimensional objects to indicate responses selected. (Suggestions: clear plastic discs which can be placed over or beside multiple choice option selected, large 3-dimensional X - from an alphabet set - to indicate circling or X requirement).

C. Oral Communication/Speech

ADAPTATION:

1. If the student has no speech or is impossible to comprehend and the test/task requires an oral response, allow the student to write response.

V. PROBLEM: Student is unable to attend to the task.

ADAPTATIONS:

1. Isolate the student in a study carrell or separate part of the classroom free from distractions.
2. If the test/task is taped, provide the student with a head set to block out interfering classroom sounds.
3. Work with the student as he completes the test/task providing social praise and reinforcement.
4. Devise a token reinforcement strategy to reinforce the student after each response if its use is deemed necessary.

For each of the four test tasks that follow, state the strengths and weaknesses that the child seems to demonstrate and the implications for instruction.

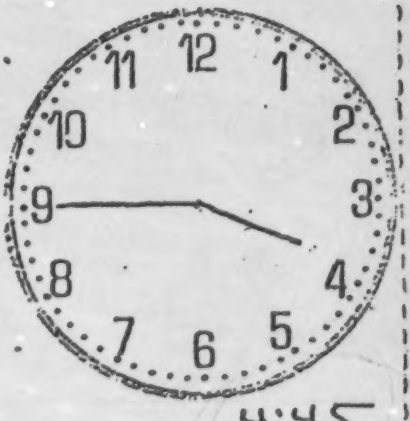
Typical student response when asked to "tell me what time it is?"

5:00

8:00

2:30

9:30



4:45

7:15

2:15

"six:one"

12:45

1. Show me the black rectangle.

2. Show me the white circle.

3. Show me the black triangle.

4. Show me the small rectangle.

5. Show me the large circle.

6. Show me the small triangle.

7. Show me the small black circle.

8. Show me the large, white triangle.

9. Show me the small, white rectangle.

VIII. Money

A. Naming of and function of money

1. What is this? (Show bills and change)
2. What do people do with money?

B. Sorting of coins and bills

1. Here are two kinds of money. Help me make two piles, like this (Demonstrate)

C. Matching coins (Place 1 penny, 1 nickel, 1 dime, 1 quarter, and 1 half dollar on table, tails up. Give child a second copy of each to place beside the first. (Demonstrate)

1. Nickel
2. Half dollar
3. Penny
4. Quarter
5. Dime

D. Recognition of coins

1. Give me a quarter
2. Give me a penny
3. Give me a nickel
4. Give me a dime
5. Give me a half dollar

E. Naming of coins

1. What's this called? (half dollar)
2. What's this called? (dime)
3. What's this called? (Quarter)
4. What's this called? (Penny)
5. What's this called? (Nickel)

F. Value of coins

1. How many cents is this worth? (penny)
2. How many cents is this worth? (dime)
3. How many cents is this worth? (Nickel)
4. How many cents is this worth? (Half dollar)
5. How many cents is this worth? (quarter)

G. Matching equivalent amounts (Place the four coin assortments listed on table, the first coin being placed on a slip of paper. Student is to point to the pile that has the same value as the money on the paper.)

1. dime - (2 nickels) - 1 nickel, 1 penny - quarter
2. nickel - 2 dimes - (5 pennies) - 2 penniew
3. quarter - 3 dimes - 3 nickels - (2 dimes, 1 nickel)
4. half dollar - 4 dimes - (2 quarters) 5 nickels
5. dollar bill - 7 pennies - 3 quarters - (2 half dollars)

H. Counting of money (Put large assortment of coins and 2 dollars bills on table.

1.	Show me	4¢	4 pennies
2.	Show me	9¢	9 pennies
3.	Show me	18¢	1 dime, 8 pennies
4.	Show me	27¢	2 dimes, 7 pennies
5.	Show me	31¢	3 dimes, 1 penny
6.	Show me	79¢	7 dimes, 9 pennies
7.	Show me	$1.61	1 dollar, 6 dimes, 1 penny
8.	Show me	$2.43	2 dollars, 3 dimes, 3 pennies

From: Baldwin, N. Practical Mathematics Inventory (second revision). McVeytown, PA: Tuscarora Intermediate Unit # 11, n.d.

1. Today is Tuesday April 14

2. It is snny and warm.

3. Karen went to the
park with
her moth

4 John got a new bik

5. We are going to t
circus

6. Shelly helped he
Dad wash
the ca

7 We will have s
for lunch.

PUPIL'S LEARNING STYLE DIAGNOSIS

1. ALERTNESS
   a. Morning
   b. Lunch
   c. Afternoon

2. ATTENTION SPAN
   a. Continuous
   b. Irregular - Time/
   c. Short periods of concentration/
   d. Forgetting Periods
   e. Turned Off

3. TOLERATION OF NOISE
   a. Needs absolute quiet
   b. Can tolerate murmurs
   c. Can tolerate distant sounds
   d. Can tolerate high levels

4. POSITIVE REACTION TO SOUND
   a. Music
   b. Conversation
   c. Laughter
   d. Working Groups

5. TYPE OF WORK GROUP
   a. Alone
   b. With one person
   c. With small group
   d. With large group
   e. Combination

6. AMOUNT OF PRESSURE NEEDED
   a. Relaxed
   b. Slight
   c. Moderate
   d. Extreme

7. TYPE OF MOTIVATION NEEDED
   a. Self
   b. Teacher Expectations
   c. Deadlines
   d. Rewards-what/
   e. Recognition of Achievements
   f. Internalized Interest

8. PLACE WHERE PUPIL WORKS BEST
   a. Individually
   b. Small Group
   c. Large Goup
   d. Learning Centers
   e. Library Area
   f. Learning Carrel

9. TYPE OF ASSIGNMENTS
   a. Contracts
   b. Self-directed
   c. Peer-directed
   d. Teacher-directed

10. MODALITY STRENGTHS AND STYLES
   a. Visual Strengths
      1. Visual Materials
      2. Printed Materials
   b. Auditory Strengths
      1. Tape Cassettes
      2. Records
   c. Tactile Experiences
   d. Kinesthetic Activities
   e. Multi-media Packages
   f. Combination of above:

11. TYPE OF STRUCTURE NEEDED BY PUPIL
   a. Strict
   b. Flexible
   c. Pupil Determined
   d. Teacher Determined

A behavioral objective is a statement of what a student will be able to do when he has successfully completed a learning experience.

A well written objective will include a statement of the:

1. Terminal Behavior - what the child will be able to do to demonstrate that he has learned.

   This usually takes the form of an action verb.

   Examples:

say	separate
name	assemble
repeat	construct
reproduce	measure
copy	open
choose	remove
identify	turn on (off)
pick	wash

2. Conditions - the circumstances or situation in which the child will perform. The materials to be used may even be specified.

Condition can be stated as:	examples
<u>time</u>	during the science period at regular intervals during a class discussion
<u>allowances</u>	using paper and pencil with assistance given a number line
<u>restrictions</u>	without assistance from memory without losing balance voluntarily provides information
<u>combinations of time, allowances, and restrictions</u>	voluntarily provides information at regular intervals from memory and using a paper and pencil only when asked and within the class period

3. Criterion - the level of performance that will be accepted as correct or that indicates that the behavior is considered learned.

Criterion can be stated as:	examples
% or # correct	80% of the time 4 out of 5 correct within 90% at least six times answers at least once successful each time (100% implied)
time limits	immediately within five minutes during the following week
qualitative descriptions	grammatically correct neatly enough that work is not returned for revision as judged by the teacher

Generally, the student is considered to have successfully completed an objective if he has met the criterion on three successive days.

Simply stated, a behavioral objective specifies:

Given what, the student does what, how well.

*Parts adapted from GOALGUIDE: A minicourse in Writing Goal and Behavioral Objectives for Special Education by Padzensky & Givson. Fearon: 1975.

GUIDELINES FOR WRITING ORM'S

An objective referenced measure or ORM is a test which measures the skill of the student based upon the conditions for performance as stated in the student's instructional objective. The ORM essentially determines whether a child has learned what was stated in the objective, given the conditions stated in the objective. The ORM is a practical test of the material or behavior which it is hoped the student acquired as a result of instruction.

ORM's are used continuously during the year to assess the child's learning and his movement through objectives. They can be used at regular intervals (e.g., every 6 weeks) when a number of skills could be assessed. ORM's can also be used at irregular intervals (e.g., as the culmination of a set of instructional activities). Whether at regular or irregular intervals, their contribution to a student's program lies in their utility as a check on the student's progress and the efficacy of the instructional program.

The format of test items for objective-referenced measures or tests are usually dictated by the objective. If the behavior and conditions of the objective are well specified, it is likely that two different people could independently write very similar ORM's for the same objective. There are, however, certain important measurement considerations that need to be understood when one attempts to construct any ORM. Particularly important are the following:

a. Be certain the instructions are presented on a level that the student can be sure to understand.

b. Always try to construct tests where objective responses are called for whenever possible.

c. Be very careful that the tests measure the specific skill named in the objective (e.g., if the objective calls for identification, the test should require identification not naming or reciting).

d. Be sure that there are sufficient items on the test to ensure

that chance alone will be unlikely to result in a passing score (e.g., more true-false items will be needed than if multiple choice items are used).

e. Be certain to keep in mind the kind of stimulus that is being presented to the child, the cognitive processes that are required for the child to go through before he can formulate a response, and the kind of response to be required of the child.

For each sequence that follows, state
what objective you have selected out or "collapsed"
from the sequence that would lead
to the annual goal indicated.

D. Recommended Behavioral Objectives	E. Possible Methods & Materials (To be expanded by teacher)
Arnold Gesell:	
18.2.0 Demonstrates ability to follow moving object with eyes	
2.1 Horizontally tracks within 90-degree arc (not crossing midline)	Use any of the above mentioned items to develop the tracking skills.
2.2 Horizontally tracks past midline (greater than 90-degree arc)	
2.3 Diagonally tracks past midline (greater than 90-degree arc)	
2.4 Horizontally tracks within 180-degree arc--eyes and head	
2.5 Moves eyes independently of head in 180-degree arc	
2.6 Follows vanishing stimulus with eyes	
2.7 Follows object moving in circular path	
2.8 Follows moving object held eighteen (18) inches from eyes	
2.9 Follows moving object along floor ten (10) feet away	
2.10 Follows object dangling on string ten (10) feet away	

Objectives		Criteria
01	Follows simple directions	One step, after demonstration
02	Follows complex directions	Three step, after demonstration
03	Matches by color	Matches one of four options with sample
04	Matches by shape	Matches one of four options with sample
05	Matches by size	Matches one of four options with sample
06	Matches by design	Matches one of four options with sample
07	Matches letters and numbers	Matches one of four options with sample
08	Sorts by color	By depositing assorted items into at least 4 "bins", with criterion displayed at each
09	Sorts by shape	By depositing assorted items into at least 4 "bins", with criterion displayed at each
10	Sorts by size	By depositing assorted items into at least 4 "bins", with criterion displayed at each
11	Sorts by categories	By depositing assorted items into at least 4 "bins", with criterion displayed at each, such as; screws, nails, cotter pins
12	Sorts letters and numbers	By depositing assorted items into at least 4 "bins", with criterion displayed at each
13	Reproduces patterns by color	At least 5 colors, in sequence
14	Reproduces patterns by shape	At least basic shapes, in sequence
15	Reproduces patterns by size	At least 5 gradations of same object, in sequence
16	Understands more and less	By counting or matching
**	Counts	See objective 24:08
17	Reproduces patterns by number	Such as: 3 blue, 4 red, 1 yellow, 2 circles, 4 squares

Instructional Area: _____

Annual Goal: _____

SHORT TERM OBJECTIVE	INSTRUCTIONAL MEDIA/MATERIAL TITLE(S) (OPTIONAL)	EVALUATION OF INSTRUCTIONAL OBJECTIVES	
		TESTS AND SIMILAR EVALUATION MATERIAL TO BE USED	CRITERIA OF SUCCESSFUL PERFORMANCE

IEP CHECKLIST

Key: O = Missing Data
A = Adequate
I = Inadequate

IEP ELEMENT	STATUS	COMMENTS
Assessment Data		
1. reported for each instructional area		
2. relevant to selection of annual goals		
Annual Goals		
3. referenced to sub-division of curriculum content area		
4. independent of reference to grade or curriculum levels		
5. linked to reported assessment data		
Short Term Instructional Objectives		
6. linked to annual goals		
7. include a sufficient number to direct instruction on annual goals		
8. stated in behavioral terms		
9. conditions under which behavior is to occur are stated		
10. criteria for acceptable performance are specified		
11. tests/materials/procedures for measuring performance are specified		
12. sequence appears to be logical		
Instructional Methods and Materials (Optional)		
13. methods/materials/media are specified for each short term objective		
14. appear to be appropriate and sufficient for each short term objective		

Following is a list of annual goals. Put an X by those goals which are too specific to meet the suggested guidelines for annual goals. Restate the "X'd" goals to be more in keeping with the suggested guidelines. 129

Gayle will discriminate left and right. X

Sarah will be better able to meet her own grooming needs. ✓

Margo will jump rope. X

Jack will solve problems requiring addition and subtraction. ✓

Charlie will participate in team sports.

Dan will increase his sight vocabulary. (word recog skills)

Joyce will sing "America". X increase patriotic attitudes

Evelyn will demonstrate good work habits.

Judy will ask to go to the bathroom when she needs to. X

Karen will use her napkin during lunch to wipe her face and hands. X

Marie will count out loud from 1 to 5. X

Fred will put on his own socks.

Fran will learn to type.

Violet will demonstrate a more positive self-concept.

Cindy will prepare simple meals.

Tom will acquire skills in map-reading.

5. Student can wash lunch plates clean enough so that plates do not need to be rewashed.

EXERCISE IV: Identifying all parts of a written objective.

Underline the terminal behavior. Double underline the condition. Put parentheses around the criterion in each behavioral objective.

1. The child will set a place setting correctly when presented with a napkin, glass, plate, knife, fork and spoon 100% of the time.

2. When descending or ascending the stairs the child will walk to the right side and place his right hand on the railing 100% of the time.

3. When a child is called by an adult to come (i.e.,"_____ come here"), the child will go to the adult requesting his presence within one minute of the initial request for 9 out of 10 trials.

Exercise I: Identifying terminal behavior statements.

Underline the observable terminal behavior in each of the objectives. Remember to underline the entire action phrase.

1. Using only one hand, learner will bounce a basketball for 10 seconds without losing control of the ball.
2. In 10 consecutive trials, student can tie his own shoelaces in a bow without assistance 80 percent of the time.
3. Learner uses toilet without assitance for one week.
4. Given a thread and an average-sized needle, learner can thread needle within 20 seconds.
5. Given a large-mouthed glass and a half-pint carton of milk, learner pours milk into glass without spilling.

EXERCISE II: Identifying condition statements.

Double underline the conditions in each behaviroal objective.

1. When asked, learner can hop on one foot five consecutive times.
2. Learner can stand erect for one minute without assistance.
3. Given a visual model, learner can print his name correctly on a sheet of paper without missing or reversing any letter.
4. Learner can catch a 10-inch ball when it is tossed from a distance of 10 feet in three out of four trials.
5. During one week without being reminded, student says "thank you" when given the morning snack at least 4 out of 5 times.

EXERCISE III: Identifying criterion statements.

Place parentheses around the criterion in each behaviroal objective.

1. When asked to put on his coat, the learner will do so within 30 seconds.
2. In six out of eight trials, learner can dial his number on a telephone.
3. The student will read at grade level by the end of the school year as judged by the Wide Range Achievement Test.
4. Learner is successful each time he buttons his coat.

EXERCISE V: Identifying parts of an objective present and including those not present.

Underline the terminal behavior. Double underline the condition. Put parentheses around the criterion. If the part is incomplete or missing rewrite the objective to include the part.

1. Given 50 multiplication problems, in the form (a x b = c), Dan will write the answers within 10 minutes with 90% accuracy.

2. After completing a unit on Afro-American culture, Carla will match 6 African tribes with the region from which they come. with 100% accuracy

3. George will shoot 7 out of 10 baskets. when given a basketball

4. Given a scale, a set of gram weights, a data sheet and 5 different objects, the student will weigh each object. no criteria
   correctly 90% acc.

5. Given an application blank, Sue Ellen will fill out all parts of the form correctly.

6. Keith will be able to take the bus from his home to his work-study situation each weekday for 1 week. Given the correct fare + assistance to next bus

EXERCISE VI: Writing objectives.

1. What is one thing you would want a student of yours to learn? (terminal behavior)

2. When do you want him/her to do this behavior? (condition)

3. How often would you want it (the behavior) to happen before you will say it is learned? (criterion)

4. Now look at your three answers above and combine them into a statement or two as a behavioral objective.

Annual Goal = Student will be able to count

OBJECTIVES FOR COUNTING

1. Student counts to 3 by rote for three consecutive sessions.
2. Student counts to 6 by rote for three consecutive sessions.
3. Student counts to 12 by rote for three consecutive sessions. ✓
4. Student counts meaningfully to 3 for three consecutive sessions.
5. Student counts meaningfully to 6 for three consecutive sessions.
6. Student counts meaningfully to 12 for three consecutive sessions.
7. Student counts meaningfully to 25 for three consecutive sessions.
8. Student counts meaningfully to 100 for three consecutive sessions. ✓
9. Student counts by 10's to 60 for three consecutive sessions.
10. Student counts by 5's to 60 for three consecutive sessions.
11. Student counts by 10's to 100 for three consecutive sessions. ✓
12. Student counts by 5's to 100 for three consecutive sessions. ✓

Given 50 one-digit subtraction problems in the form (X - Y = Z), the student will write the correct answer to each problem within a 10-minute period making no more than five errors (90% correct).

Given a scale, a standard set of gram weights, a data sheet, and five different objects, the student will weigh each object and record the weight to the nearest milligram. The recorded weights should not vary from the actual weights by more than one milligram in either direction.

Given a baseball and a glove, the student will throw the ball into the air and catch it seven times out of ten. The ball should be thrown at least five feet into the air.

Given the Consulting Teacher Program Basic Word List of 300 words printed on individual cards, the student will read each word aloud within five seconds after presentation of each card without error (100% accuracy).

Given a schematic diagram of the female reporductive system, the student will identify each of the major anatomical features noted on the schematic drawing. The student must identify all major anatomical features (100% accuracy).

In an election to determine class officers, each student will vote for the candidate of his choice using a secret ballot. A valid ballot from each student indicates successful attainment of this objective.

When asked a question in French, the student will demonstrate his understanding of the question by replying within 15 seconds of an appropriate response to the question. All questions will be selected from a list previously given the student.

In a classroom discussion on premarital sexual relations, the student will actively take part in the discussion. The student should interact at least three times within a 30-minute period without prompting by the discussion leader.

Shooting from the foul-line on a regulation basketball court, the student will make seven out of ten shots go through the hoop.

Given a potter's wheel and clay, the student will create a double-necked vase. The upper neck should be approximately one-inch smaller in diameter than the lower neck.

Given 50 multiplication problems in the form (a X b = c), the student will be given five minutes to write the correct answer to each problem (100% accuracy).

Given 50 four-word sets, three words in each set beginning with the same consonant, the student will identify the odd word in 45 out of 50 cases (90% accuracy).

The student will take part in a panel discussion concerning the use of drugs by young people. The student will argue against the use of heroin and his discussion should include at least three major reasons for not using the drug.

APPENDIX I

PARENT CONFERENCE FORM LETTER

FORM 1

(District Letterhead or I.U. Letterhead, as Appropriate)

PROJECT AID: ASSISTANCE for IEP DEVELOPMENT

(Date)

(Parent)
(Address)

REQUEST for PRELIMINARY PROGRAM PLANNING CONFERENCE

We will soon begin writing an initial/revised (circle one) Individualized Education Program (IEP) for your child. At this time we are notifying you so that we can arrange a preliminary meeting with you to discuss any concerns you have on the IEP for your child. Of course, once the IEP is completed, you will also be told about the final IEP program planning conference, at which time we hope to have your approval of the completed IEP. If you have questions, please call me and leave a message.

Sincerely

CC: Child's File

Teacher (Clinician)

☐ Yes, I wish to attend a preliminary program planning conference and I want to be contacted by you about a mutually agreeable time.

☐ I am not clear about what this conference means and want to be contacted by you with more information.

☐ No, I do not wish to be involved in the preliminary planning conference but wish to be notified at a later date about the more intensive planning conference on the final IEP.

(Please fill out and return)

(AID - 8/31/77)
mlm

APPENDIX J

TELEPHONE RECORD

PROJECT AID: ASSISTANCE FOR IEP DEVELOPMENT

PHONE MESSAGES TAKEN BY TRAINER/FACILITATOR

TRAINER/FACILITATOR All T/F

MONTH Monthly Phone Grid

	AGENCY			EXCEPTIONALITY									POSITION						
DATE	IU	DIST.	APS	EMR	TMR	GIFT.	L&A	LD	SP.	V.	PH	S/PMR	HEAR.	TCH.	ADM.	PARENT	OTHER	FORMAT	PROCEDURE	OTHER
SEPT.	79	99	26	1	10	16	35	44	33	2	1	4	4	77	83	33	7	49	109	44
OCT.	77	78	8	15	2	24	31	17	26	2		1		68	87	9	4	23	89	60
NOV.	55	101	16	9	1	34	21	11	12	2		1	4	42	96	10	15	13	65	93
DEC.	29	45	1	8		16	18	13	5					24	38	9	2	6	30	34
JAN.	41	60	3		3	19	23	10	14	2	2	5	1	37	54	6	1	3	37	52
FEB.	30	65	5			36	21	18	3		2	3	2	28	55	10	5	7	42	52
MAR.	43	72	7	8	19	9	5	8	8		1	5	2	44	41		4	8	46	59
APR.	66	88	8	19	19	8	23	22	15	4	3	3	6	77	61	8	2	19	90	58
MAY	74	105	16	25	5	44	10	9	26		1	2	3	79	102	5	2	31	98	70
JUNE	84	68	11	16	4	16	10	13	27	3		10	3	67	67		1	4	105	49
TOTAL	578	781	101	101	63	222	197	165	169	15	10	34	25	543	684	90	43	163	711	571

APPENDIX K

INDIVIDUAL SERVICE AGREEMENTS

PROJECT AID: ASSISTANCE for IEP DEVELOPMENT

SERVICE AGREEMENT WITH DISTRICTS

PROGRAM : TMR
TRAINER : Sheila R. Mazzoli
DATE: February 26, 1978

ABINGTON - 5 teachers

a. Contact Bea Bucklin to assess teachers' needs for assistance.
b. Teachers will use 4 days of Project AID paid time for post-testing in April.
c. Trainer will go in in April after post-testing and meet with each teacher for an hour (2 days). Will discuss with each teacher at this time what future needs are.

NORTH PENN - 3 teachers

a. Contact Joyce Schultz (teacher) week of 2-20-78 to set up time after school for initial contact.
b. At initial contact, inservice on new forms, give out manual, and assess further needs with each teacher.

LOWER MERION - 1 teacher

a. Contact Vice Principal - Rudy Lee to set up appointment with teacher.
b. At initial contact, give manual and assess what future needs are. Teacher has written 1 IEP.

PERKIOMEN VALLEY - 1 teacher

a. Contact teacher on 2-21-78 and set up initial contact date for ½ day.
b. Inservice on new forms, manual, review/revision. Have teacher follow IU system for review/revision. Set up times for future contact.

SOUDERTON - 1 teacher

a. Contact teacher and set up initial contact to go over manual and new forms.
b. At initial contact assess what future needs are.

UPPER MORELAND - 1 teacher

a. Contact Nancy Budzinski - guidance counselor to arrange initial contact.

UPPER MORELAND (cont.)

b. Teacher has been on Maternity leave until January and has not had much exposure to process. Will be at inservice given by project in February.

c. Inservice on IEP's , short term objectives.

d. Assess further needs at initial contact and determine future inservice needs and contacts.

UPPER DUBLIN - 2 teachers

a. Initial contact for 1 full day

1. Go over new forms
2. Go over new procedures
3. Discuss review/revision/ reevaluation
4. Bring NCR forms and all forms teachers will need
5. Look at 1 or 2 IEP's from each teacher to see if in compliance and if match up with students

b. Come back once a month for follow up

PROJECT AID: ASSISTANCE for IEP DEVELOPMENT

SERVICE AGREEMENT

TMR/SMR Programs

Supervisor: Phil Matilsky

Trainers: Sheila Mazzoli, Judith Waltman

Date: February 14, 1978

Trainers will provide the following services to TMR/SMR Programs under the supervision of Philip Matilsky:

(1) Inservice individually new teaching staff as hired. At the present time this involves:
   (a) Teacher for SMR Class - Landis
   (b) Teacher for SMR Class - Pottstown

(2) Inservice all teachers on new forms and procedures. All staff will receive this information by February 17, 1978.

(3) Provide consultation to teachers at the following locations on the following basis:

Landis - 1 day a month - each trainer
- S. Mazzoli - Linda Miller, Ruth Rowland, Bill Kochenderfer, Pat Booth, Delores Snyder
- J. Waltman - Merry Snyder, Bette Griggs, Neal Sherman, Margie Madden, New teacher

Pottstown - 1 day a month each trainer
- S. Mazzoli - Sandra Zuchero, Deborah Marinello, Rita DiJenno
- J. Waltman - Michael Prediger, New teacher/Franklin

Woodland Elementary - 1/2 day a month
- S. Mazzoli - Delores Milford

Perkiomen Valley High School - 1/2 day a month
- S. Mazzoli - Pat Smith

(4) Draft a schedule for teachers to schedule time with trainers for consultation. The schedule will include:
   (a) Dates trainers will be at school
   (b) Checklist of area of concern on I.E.P.s to include:
      1) Curricular elements
      2) I.E.P. format and processing forms
      3) Parent conferencing skills.

Average time per teacher with trainer will be one (1) hour unless

teacher indicates need on schedule for more time.
Schedule will be posted in schools two (2) weeks prior to trainer's scheduled consultation dates.
Trainers will receive schedule one (1) week prior to scheduled consultation date.

(5) Draft a list of procedures for supervisor to follow related to processing and distributing I.E.P.s and related forms.

(6) Draft a form for teachers to submit to supervisor when I.E.P.s are ready to be sent out. The form will indicate what forms are to accompany I.E.P. and procedures if student resides in a P.L.F.

mlm

PROJECT AID: ASSISTANCE for IEP DEVELOPMENT

SERVICE AGREEMENT

TMR PROGRAM

Supervisor: Jerome T. Potter

Trainer: Sheila R. Mazzoli

Date: February 24, 1978

Trainer will contact Jeanette Maitin to arrange a time to meet with teachers to assess further needs from Project and receive manuals and forms.

Trainer contacted J. Maitin February 24, 1978, and will meet with J. Maitin and P. Weber on March 1, 1978 in the afternoon to give out manuals, Form 14, and to discuss review and revision of IEP's. We will also discuss at that time what further needs are. Trainer will contact J.T. Potter after this initial meeting to inform what further needs are and what further inservice will be provided by the Project for this program.

Trainer contacted K. Misner on February 24, 1978 and will meet with K. Misner on March 1, 1978 in the morning to give out manual, go over Form 14, paperwork procedures, and to assess future needs. Trainer will contact J.T. Potter after this initial contact to notify him what future needs are and what further inservice will be provided.

APPENDIX L

TEACHER MANUAL

(This document is available from ERIC as ED 150-806. The resume appeared in the July 1978 issue of Resources In Education)

APPENDIX M

PARENT INFORMATION SHEET

PROJECT AID: ASSISTANCE for IEP DEVELOPMENT

(Date)

(Parent)
(Address)

Dear Parents:

As you may be aware, the proposed standards for Special Education in Pennsylvania require that an Individualized Education Program (IEP) be developed for every exceptional student within the state. Because this is a new procedure and a rather involved one, the state and federal governments have requested the Intermediate Unit to assist exceptional children, parents, public school district staff, Intermediate Unit Program staff, and Approved Private School staff in becoming aware of what the IEP process means. (Some of you are aware that the Intermediate Unit is a public education agency that works cooperatively with the public school districts in all areas of Montgomery County.) This special assistance effort is called Project AID (Assistance for IEP Development)

Project AID is designed to train teachers in this new procedure and to help parents understand it. The project has four (4) phases to it. The first phase provides teachers with training in how to fill out this IEP document for each of their children. The second phase gives ongoing -elp to the teachers as they later are working on the documents. Phase three involves parent awareness. Because the IEP process is new, we want the parents to understand what it means for parents and their children. Phase four will involve helping teachers write the documents for new children who come into school after the start of the school year (perhaps from another district or county).

Attached to this letter you will find a Fact Sheet. This should help to answer some of the questions you may have about Individual Education Programs (IEP's).

In terms of what probably will happen during September, 1977, you can expect to hear from your teacher or therapist in the near future to get your ideas and concerns on the IEP for your child (parents of gifted and talented will probably hear from their teachers sometime after October 1, 1977).

We appreciate your cooperation with us in this new set of procedures which should be of great help to your child, yourselves, and your teachers. Thank you.

Sincerely

(District Superintendent, Contact Person,
or I.U. Program Coordinator)

(AID - 8/31/77)
mlm

PROJECT AID: ASSISTANCE for IEP DEVELOPMENT

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

FACT SHEET for PARENTS

1. What is an IEP?

An IEP is an "Individualized Education Program". It is a document that describes the basic education program for your child for the year. This program is broken down into five basic parts. Part 1 is a general background information sheet which lists such items as the name of your child, the educational program assignment, the date the services begin, how long they will last, and other related services. Part 2 (Present Educational Levels) describes how your child is functioning now, at the beginning of the year. Various test scores are usually listed to say what these levels are. Part 3 (Annual Goals) describes what we hope your child will know by the end of the year as a result of the education program. Part 4 (Specific Objectives) describes what steps we will take to reach the annual goal. Part 5 (Evaluation Procedures and Criteria) tells how we will measure this growth.

2. What is my role as a parent in relation to the IEP (Individualized Education Program) for my child?

When the teacher is starting to gather information to write your child's IEP, you will be contacted to make sure that your concerns are considered. To do this, your child's teacher will mail you a form that allows you to request a "Preliminary Program Planning Conference". You can request this preliminary meeting with the teacher or you can wait until later to attend a conference with the teacher.

After the writing process has begun and a proposed IEP (Individual Education Program) has been written, you will again be contacted and asked whether or not you wish to come in to a final program planning conference at a mutually agreeable time to discuss your child's IEP program. It should be noted that you are under no obligation to attend either the preliminary conference or the first conference, if you are satisfied with what your teacher is describing to you at that point.

You have the right to propose changes or alterations in the proposed program for your child. The IEP (Individual Education Program) for your child is not complete until we have your approval in writing.

This information is part of an effort to keep parents informed about the state requirements concerning Special Education. Other mailings along with meetings will be scheduled as the school year progresses. Please feel free to contact Project AID staff at the Intermediate Unit (539-8550) if you have any questions or concerns.

(AID - 8/31/77)
mlm

(District Letterhead or I.U. Letterhead as Appropriate)

REMINDER

PROJECT AID: ASSISTANCE for IEP DEVELOPMENT

(Date)

(Parent)
(Address)

Recently you should have received a notice dated regarding your child, , that an Individualized Education Program (IEP) is currently being designed for your child. In case the first notice and request for a reply from you was misplaced, we are enclosing another copy. Please take a moment to complete the form as to whether you want a conference with me. If you have questions, please call me and leave a message. Thank you for your cooperation.

Sincerely

Teacher (Clinician)

CC: Child's File

(AID - 8/31/77)
mlm

APPENDIX N

PARENT TRAINING MATERIALS

MONTGOMERY
COUNTY INTERMEDIATE
UNIT

SPECIAL EDUCATION CENTER • 1605-B WEST MAIN ST • NORRISTOWN, PA 19401 • 215-539-8550

PROJECT AID - ASSISTANCE FOR IEP DEVELOPMENT

AGENDA

PARENT TRAINING

I. INTRODUCTORY REMARKS

A. Project Aid - Fact Sheet

B. Staff Introductions

II. PARENT TRAINING

A. IEP Process

1. IEP Development

(a) Procedures for Parent Involvement

(b) Components of an IEP

(c) Advice for Parents - Conference

2. Parent Options for Future Involvement

B. Parental Rights

III. QUESTIONS AND ANSWERS

10-18-77-es

PROJECT AID: ASSISTANCE FOR IEP DEVELOPMENT

FACT SHEET

Location of Project AID: First and second floor of Special Education Center 1605B West Main Street, Norristown, Pa. 19401

Phone: 539-8550 Extensions 249, 263, 264

Director of Project AID: Dr. Barton B. Proger

Trainer/Facilitators:

Phil Juska	EMR/PH
Sheila R. Mazzoli	TMR/SMR/PMR
Betsy Montileone	Speech
Chris Lewis	Gifted
Gary Cochran	L & A
Debbie Rubinsohn	L & A
Ellen Baum	L.D.
Barbara Merves	L.D.
Sue Millaway	Vision

Brief Project Description:

Phase 1 - 1 day Prewriting Information Session for Teachers
September 12,1977 - September 20,1977

Phase 2 - Follow-up and Individual Assistance in IEP Development for Teachers
November,1977 - June, 1978

Phase 3 - Parent Awareness and Training Sessions
October, 1977 - June, 1978

Phase 4 - Immediate Help for Teachers regarding a Child who Enters after October 1,1977:
October 1, 1977 - June 30, 1978

Services:

1. Training in writing IEP's
2. Follow-up consultation on a one-to-one or small group basis
3. Answering service for contacting trainers.

PROJECT AID: ASSISTANCE FOR IEP DEVELOPMENT

GLOSSARY

ANNUAL GOALS - A general statement describing the child's progress in one year.
Ex. - The student will increase his word recognition skills.

APS - Approved Private School

BI - Brain Injured

CDE - Center for Developmental Education

DATE OF REVIEW OR REVISION - The date when the IEP will be reviewed and updated. This must be done within twelve months.

DUE PROCESS - Legal procedures available to the citizens before the state and/or districts can deny them certain important rights and privileges.

EFFECTIVE DATE - The day the parent approves of the IEP.

EMR - Educable Mentally Retarded

IEP - Individualized Education Program

IEP COORDINATOR - A person selected in a building program, or district, who oversees the writing of an IEP.

IMT or MIT - Itinerant Master Teacher

INTEGRATION - An educational technique used to return a child from special education to regular education in appropriate successive steps.

L & A - Learning and Adjustment

LD - Learning Disabilities

LEAST RESTRICTIVE ENVIRONMENT - The most appropriate educational placement

LEA - Local Education Agency (The school district or Intermediate Unit)

LEA REP - The Local Educational Agency Representative - a person selected in a building, program, or district who will participate in all conferences discussing the IEP.

MAINSTREAMING - Educating handicapped children as closely as possible with their normal peers.

OPERATING AGENCY - The agency which operates the class.

OT - Occupational Therapy

PH - Physically Handicapped

PL94-142 - PL = Public Law 94 = the 94th Congress
142 = the 142nd Act of the 94th Congress.

PRELIMINARY PROGRAM PLANNING CONFERENCE - The meeting with parents, teacher or teachers, and LEA Representative to discuss concerns and begin developing an IEP.

PRESENT EDUCATIONAL LEVELS - A statement describing where the student's instruction should begin.

PRIMARY ASSIGNMENT - The class or classes to which your child is assigned. Ex. - Self-contained, resource room, regular class, language, speech, hearing and/or vision.

PROJECT AID - A federal project designed to give Assistance in IEP Development.

PROJECT PIE - A federal project "Partners in Education" designed to train representational parents and leaders to act as resources in the IEP process and to study cost effectiveness implications of the IEP process.

PT - Physical Therapy

SED - Socially and Emotionally Disturbed

SERVICES - Means transportation and other available services that help the child benefit from special education.

SHORT-TERM OBJECTIVES - Steps used to achieve annual goals. Ex. - Given 20 words, the student will identify the initial consonant blend with 80% accuracy.

SPI - Severely and Profoundly Impaired

S/PMR - Severely and Profoundly Mentally Retarded

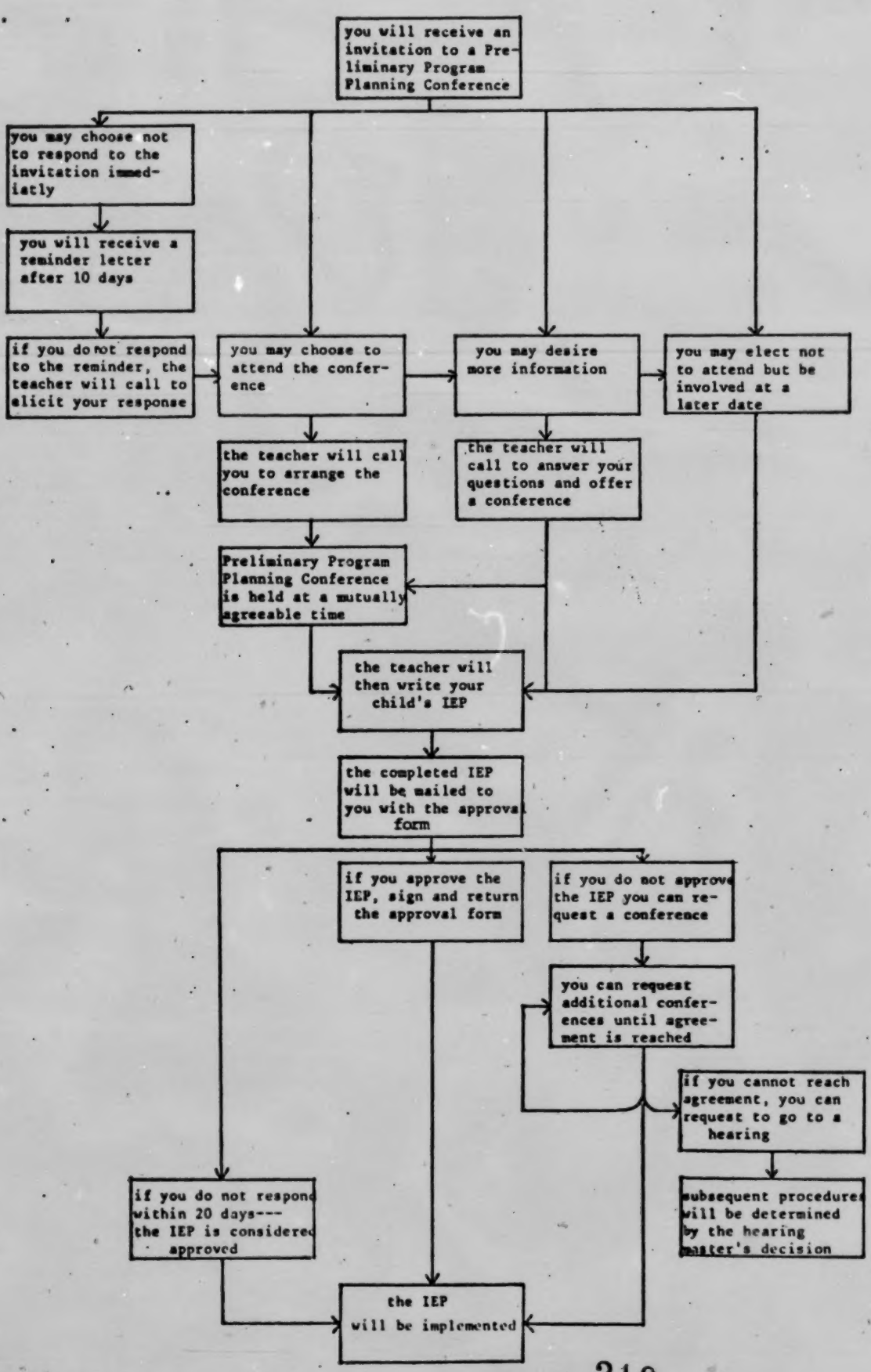
TMR - Trainable Mentally Retarded

UG - Ungraded

VHMH - Visually Handicapped Multiply Handicapped

VHRR - Visually Handicapped Resource Room

PROCEDURES FOR PARENT INVOLVEMENT IN THE IEP PROCESS


you will receive an invitation to a Preliminary Program Planning Conference
you may choose not to respond to the invitation immediatly
you will receive a reminder letter after 10 days
if you do not respond to the reminder, the teacher will call to elicit your response
you may choose to attend the conference
you may desire more information
you may elect not to attend but be involved at a later date
the teacher will call you to arrange the conference
the teacher will call to answer your questions and offer a conference
Preliminary Program Planning Conference is held at a mutually agreeable time
the teacher will then write your child's IEP
the completed IEP will be mailed to you with the approval form
if you approve the IEP, sign and return the approval form
if you do not approve the IEP you can request a conference
you can request additional conferences until agreement is reached
if you cannot reach agreement, you can request to go to a hearing
if you do not respond within 20 days--- the IEP is considered approved
subsequent procedures will be determined by the hearing master's decision
the IEP will be implemented

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PROJECT AID - ASSISTANCE FOR IEP DEVELOPMENT

POINTS OF INTEREST TO PARENTS

Listed below are points of interest to parents concerning several aspects of the IEP process:

WHAT COULD BE DISCUSSED AT A CONFERENCE?

- Results of tests and other information that will tell what your child is able to do now.
- What it is hoped your child will learn in a year. These are annual goals.
- The small steps that will be taken to help your child reach the annual goals. These are short-term objectives.
- The extent to which the child will be able to participate in regular education.
- Related services that will help your child benefit from his educational placement.

WHAT DO WE SAY AT A PROGRAM PLANNING CONFERENCE OR ANY OTHER CONFERENCE REGARDING IEP's?

- Share information about your child's likes and dislikes.
- Share information about things you and your child do at home that are enjoyable to your child.
- Share information about your methods of handling situations that have been working for you.
- Give examples that describe your child's behavior. Say "Johnny holds his breath everytime I ask him to set the table" rather than "Johnny won't set the table".
- Have your ideas thought out ahead of time and write them down if it will help you.
- Ask questions and air your concerns about your child's program.

POINTS OF INTEREST TO PARENTS

DO I GIVE UP MY RIGHTS TO HAVE INPUT IN MY CHILD's PROGRAM AFTER I SIGN AN IEP?

_ You do not give up any rights when you sign an IEP.

- You can have input or raise a question at any time. However, please contact your child's teacher to arrange a conference.

- You will have a copy of your child's IEP to keep as a record. Please keep in mind the IEP is a summary document that describes the major parts of your child's program. The IEP does not describe every single thing that your child will be taught.

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PROJECT AID - ASSISTANCE FOR IEP DEVELOPMENT

PARENT OPTIONS FOR FUTURE INVOLVEMENT

QUESTION - Who can request an IEP conference?

ANSWER - The parent, teacher, or LEA representative can request an IEP conference.

QUESTION - When can a conference(s) be requested?

ANSWER - Anytime there are questions or concerns about your child's IEP.

QUESTION - What if an IEP needs to be revised?

ANSWER - Anytime there is a change in annual goals, a change in primary assignment, or a change in related services an IEP must be revised.

QUESTION - Must a parent attend a revision conference of an IEP?

ANSWER - No. If the conference is requested by the teacher or the LEA representative, the parent will receive a request to attend the revision conference. If the parent cannot attend the conference, the conference will still be held. A revised copy of the IEP will be sent to the parent after this conference is held.

QUESTION - When will the IEP be revised?

ANSWER - An IEP can be revised at any time, but an IEP must be revised once a year.

QUESTION - Must an IEP be revised every September?

ANSWER - No. It must be revised on a yearly basis. We hope to stagger revisions of the IEP throughout the year so that the teachers will not have all the IEP's to revise in September. (It is possible to have an IEP valid from February to February.)

PARENT OPTIONS FOR FUTURE INVOLVEMENT

QUESTION - What might be discussed at the annual review of the IEP?

ANSWER - Present educational levels will be updated. Any changes in annual goals, changes in primary assignment, related services and parental concerns will be discussed.

QUESTION - Is it possible to have the same annual goal(s) every year?

ANSWER - Yes. Remember, annual goals are long term goals that may be on-going. The short term objectives are changed periodically to meet the educational needs of the student.

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PROJECT AID: ASSISTANCE FOR IEP DEVELOPMENT

Purpose of PL 94-142

1) To assure that all exceptional children have available to them a free appropriate public education. A free appropriate public education must meet several criteria:

   a) It must be at public expense with no cost to the parents or guardians of the child;

   b) It must meet the standards set by the state department of education;

   c) It must include appropriate preschool, elementary, or secondary school education, and it must include an individualized educational program or IEP.

2) To assure that the rights of exceptional children and their parents or guardians are protected.

   a) The parents must be included in the development of an IEP.

   b) If any changes are made in the parts of an IEP which include primary assignement, services or annual goals, the parents must be notified for their approval.

   c) If parents disapprove of the IEP or educational placement, they have the right to another conference.

   d) If the parents still disapprove after the additional conference, they may go to a hearing. We would hope that the majority of concerns could be resolved in the conference stage.

3) To help states and districts in providing for the education of all exceptional children.

4) To assure and help that the efforts are effective in educating exceptional children.

Project Aid: Assistance for IEP Development (cont.)

Due Process

Due Process means that there are legal procedures available to citizens before the state, and/or districts, can deny them certain important rights and privileges. Parents must be informed in writing whenever the following changes are made:

1) The child is given an individual assessment which includes tests and/or evaluations in order for the child to be identified as exceptional;

2) The child's educational placement is to be changes;

3) The school refuses to begin or change a program.

In summary, due process gives the parents the opportunity to approve or disapprove of testing, labeling, or class changes.

If you disapprove of the testing, labeling, or class changes, and are unable to reach an understanding with the school district, you then have the right to request a hearing. This is only to be done after all attempts have been made to reach a mutual understanding.

APPENDIX O

PARENT BROCHURE-ORIGINAL

WHO DO I GO TO IF I HAVE QUESTIONS?

1. If you have questions you should first contact your child's teacher.

2. If the teacher cannot answer your question, either you or the teacher can contact a representative from the agency (School District or Intermediate Unit) that provides the education for your child.

3. You can also contact Project AID--a federal project designed to give assistance in IEP development at:
   539-8550 ext. 263, 264, 249
   located at;

   Special Education Center
   1605-B. West Main Street
   Norristown, Pa. 19401

GLOSSARY

APS - Approved Private School

BI - Brain Injured

CDE - Center for Developmental Education

EMR - Educable Mentally Retarded

IEP - Individualized Education Program

IEP Coordinator - A person selected in a building program or district, who oversees the writing of an IEP

IMT - Itinerant Master Teacher

LEA - Local Education Agency (the school district or Intermediate Unit)

LEA REP. - A person selected in a building, program, or district who will participate in all conferences discussing the IEP. This person represents the Local Education Agency.

MAINSTREAMING - Educating handicapped children as closely as possible to their normal peers.

OT - Occupational Therapy

PH - Physically Handicapped

PL 94-142 - PL = Public Law
94 = the 94th Congress
142 = the 142nd Act of the 94th Congress

PROJECT AID - A federal project designed to give Assistance in IEP Development

PT - Physical Therapy

SED - Socially and Emotionally Disturbed

SPI - Severely and Profoundly Impaired

S/PMR - Severely and Profoundly Mentally Retarded

TMR - Trainable Mentally Retarded

AN INDIVIDUALIZED EDUCATION PROGRAM

PARENT INFORMATION BROCHURE

YOUR ROLE AS A PARENT

MONTGOMERY COUNTY INTERMEDIATE UNIT 23
1605-B WEST MAIN STREET
NORRISTOWN, PA. 19401

YOUR CHILD'S INDIVIDUALIZED EDUCATION PROGRAM (IEP)

In November, 1975, a federal bill was signed into law. It is called Public Law 94-142 and is known as the Education for All Handicapped Children Act.

The law requires that all exceptional children be given a free, public education and training, suited to their own special needs. The law also guarantees that all exceptional children will receive an Individualized Education Program (IEP).

Each person has his own needs and abilities and a "learning" program is designed especially for him. The IEP is a written plan for an exceptional child's education. The plan is developed with the child's parents, a teacher, an Intermediate Unit (IU) representative, and/or a School District representative and, when appropriate, the child.

As the parent, you will have the opportunity to meet with those persons who are responsible for your child's educational program at an IEP planning conference. You will have the opportunity to discuss your child's needs so that the program can be planned to meet those needs.

THE IEP PLANNING CONFERENCE

Before writing the IEP plan, it is necessary to determine what your child knows and what he needs to learn. This information will be taken from your child's school test results, teacher observation, and your own knowledge of your child's day to day activities. By determining what your child can do (his present educational levels) you can help decide what directions your child needs to take in his educational program.

After determining your child's abilities and needs, goals will be discussed. Goals are statements of what it is hoped your child will learn in a given area during the school year. In order to reach these goals, smaller steps, or short term objectives, are written. Objectives tell: what the child will do, how he will do it, and how well he will do it.

Special services to be provided for your child will also be discussed.

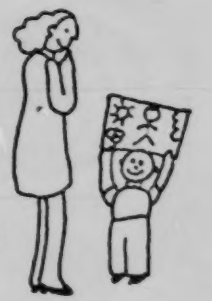
YOUR ROLE AS A PARENT

The interest and participation of the parent in the child's education is most important. There are many ways in which you can help your child receive the best possible educational program:

1. Before the IEP planning conference, watch your child at home. Notice those things that your child can and cannot do. Think of the goals your child is capable of reaching.

2. At the conference, discuss your child's needs and the goals you think are appropriate for his program.

3. Talk to your child's teacher(s). If problems come up or you are not satisfied with the program, let the teachers know about your concerns. You can ask for a conference on IEP's at any mutually agreeable time throughout the school year. Also let the teachers know when you are happy with your child's program. Your child's success depends on teamwork.



APPENDIX P

PARENT SURVEY FORM

AND RESPONSE

Ideas for Future Parent Involvement

1. Have you attended a program planning conference?

   Yes _____ No _____

2. I would like further information concerning:

   a) Primary assignment Yes _____ No _____
   b) Services Yes _____ No _____
   c) Present educational levels Yes _____ No _____
   d) Annual goals Yes _____ No _____
   e) Short-term objectives Yes _____ No _____

3. I would like further information regarding Public Law 94-142.

   Yes _____ No _____

4. I would like further information regarding my responsibility as a parent in conferencing on the IEP.

   Yes _____ No _____

5. What aspects of the IEP process are you most concerned about at the present time? Please add any comments.

   a) Conferencing: _____

   _____

   b) Forms: _____

   _____

   c) Other Concerns: _____

   _____

6. Would you be interested in future parent intensive training sessions?

   Yes _____ No _____

7. If yes, please indicate your:

   _____
   (Name)

   _____
   (Address)

   _____
   (Telephone No., Home - Work)

Ideas for Future Parent Involvement

7. (Continued)

_____

(Exceptionality L&A or LD)

_____

(District - I.U. - APS)

_____

_____

_____

_____

(Weekdays and times convenient for attending sessions. May be AM or PM)

8. What suggestions for change would you offer for future question and answer meetings?

_____

_____

_____

_____

_____

SUMMARY OF PARENT SURVEY

	# Attending	# Responding	% Responding
Oct. 12	36	11	31%
Oct. 20	40	10	25%
Oct. 24	23	3 (by mail)	
Oct. 27	74	15	20%
Nov. 2	34	6	18%
Nov. 3 Norman	17	6	35%
Nov. 9 N. Penn	28	-	-
Nov. 10 LA-LO.	24	5	21%
Nov. 15 Upper Dublin	45	11	24%
Nov. 16 Abington	26	6	23%
Nov. 17 P.V.	19	4	21%
Nov. 21 Up. Merion	14	10	71%
TOTAL	380	87	23% Responding

Question #4 - Information on Parent Responsibilities

	# Attending	# Responding	# Yes
Oct. 12	36	11	8
Oct. 20	40	10	4
Oct. 24	23	3	2
Oct. 27	74	15	8
Nov. 2	34	6	5
Nov. 3	17	6	4
Nov. 9	28	-	-
Nov. 10	24	5	3
Nov. 15	45	11	7
Nov. 16	26	6	2
Nov. 17	19	4	3
Nov. 21	14	10	5
TOTALS	380*	87**	51

* = 13% of total attending wanted further information

** = 59% of those responding wanted further information

Question #6 - Intensive Training

	# Attending	# Responding	# Interested
Oct. 12	36	11	9
Oct. 20	40	10	2
Oct. 24	23	3	2
Oct. 27	74	15	8
Nov. 2	34	6	5
Nov. 3	17	6	4
Nov. 9	28	-	-
Nov. 10	24	5	2
Nov. 15	45	11	7
Nov. 16	26	6	3
Nov. 17	19	4	3
Nov. 21	14	10	3
TOTALS	380*	87**	48

* = 13% of total attending were interested

** = 55% of those responding were interested

Oct. 12 Parent Concerns: Parents unsure how to evaluate conferencing

Oct. 20 Parent Concerns: On getting children placed.

Oct. 27 Parent Concerns:

(1) Evaluate the goals to see if they are attainable or "blue sky".

(2) Proper evaluation of student's ability to be mainstreamed.

(3) Goals are not very specific.

Nov. 2 Parent Concerns: Need for greater specificity of goals.

Nov. 3 Parental Concerns:

1. Differences of opinions.
2. Legal mandates of the law and how it affects children.

Nov. 9 No Questionnaires handed out.

Nov. 15 Parental Concerns:

1. Initial selection of students for the program.
2. Individual progress.
3. Worried about peer pressure.
4. Much too much generalization - explanations seem quite vague.

Nov. 16 Parental Concerns:

1. Confusion over conferences - cleared up now.

Nov. 17 Parental Concerns: Conferences - whether parent plans to attend or not, they should be notified when it will be.

Forms - are not explicit; they are not in common English.

General Comments

Nov. 21 Parental Concerns:

1. More use of ordinary parent-level language.
2. Term "Parent Training" is somewhat offensive--suggestion "Parent Education" or "Information".
3. Forms are confusing - newspaper coverage would help straighten out all confusion.
4. Stop stressing bureaucracy and forms.
5. Writing I.E.P.'s so that any person could fully understand the program.
6. Delineation of the special services.
7. What parents should do to help children at home.

APPENDIX Q

PARENT LIAISON

COMMITTEE AGENDA

PROJECT AID PARENT ADVISORY GROUP

AREAS OF RESPONSIBILITY

OCTOBER 11, 1977, MEETING

I. Question and Answer Sessions

   A. LD/L & A
   B. All other handicaps
   C. Gifted

II. Other Types of Parent Involvement

III. Assistance in Redesigning I.U. IEP Procedures and Forms

IV. Obtaining Parent Feedback on Benefits Derived from IEP Process

V. Other Types of Advise

MONTGOMERY COUNTY INTERMEDIATE UNIT
SPECIAL EDUCATION CENTER • 1605-B WEST MAIN ST. • NORRISTOWN, PA. 19401 • 215-539-8550

INITIAL MEETING

AID PARENT ADVISORY GROUP

October 11, 1977

TENTATIVE AGENDA FOR
LARGE-GROUP QUESTION AND ANSWER MEETINGS

I. Factual Information
program in district and I.U.

II. Relationship of I.U. and District programs and services

III. IEP
development
description of process

IV. Parental Rights according to PL.42-192

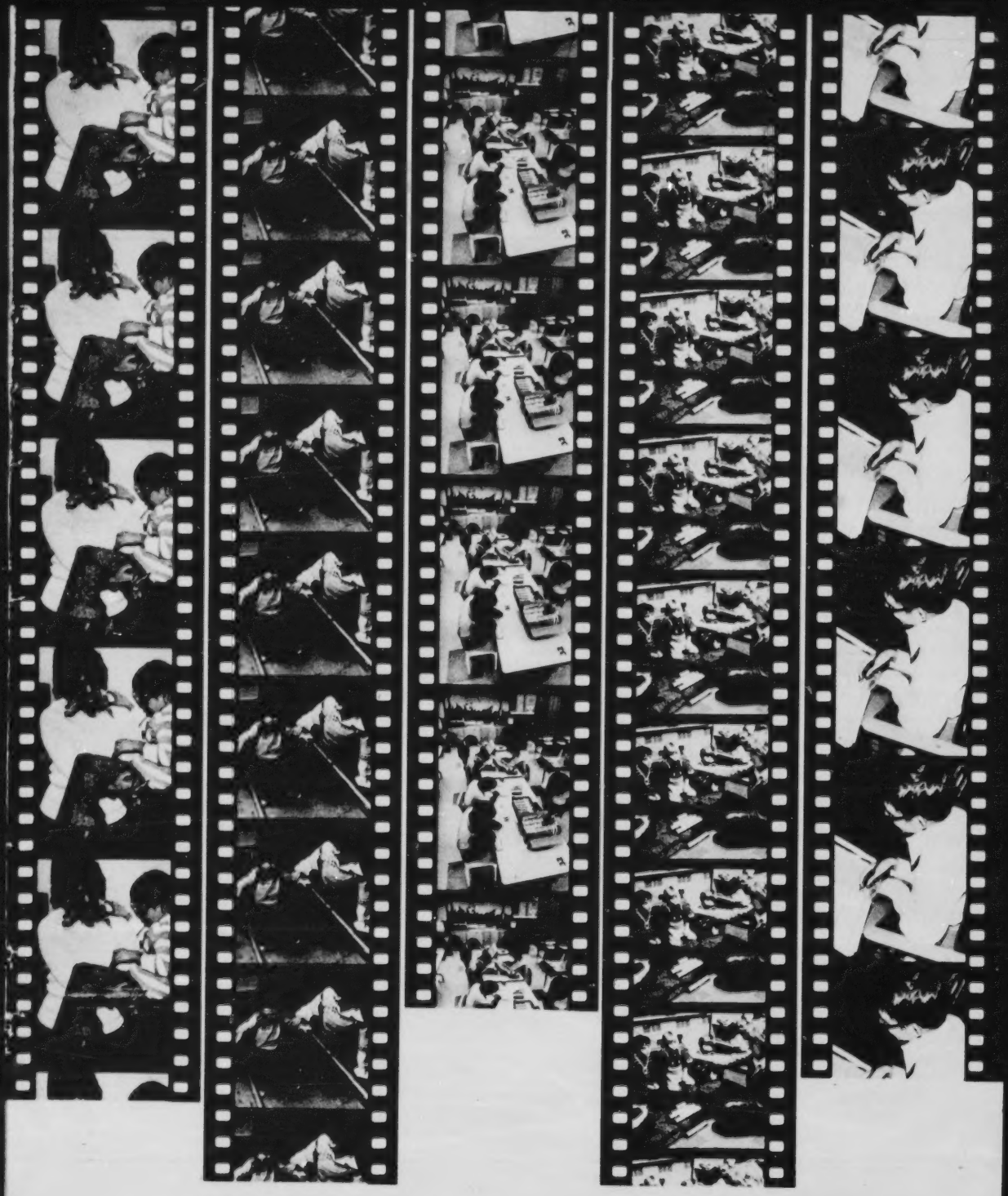
V. Large Group Questions

Split into smaller groups

- parents can rotate among exceptionalities as is necessary
- group discussion - questions and answers

APPENDIX R

PARENT HANDBOOK



Parent Handbook

Montgomery County Intermediate Unit 23 • Blue Bell, Pennsylvania

ACKNOWLEDGEMENTS

This publication was prepared by the Parent Liaison Committee of the Montgomery County Intermediate Unit #23. Their efforts have yielded a valuable resource for the exceptional children of Montgomery County and their parents.

Parent Liaison Committee Members

Mrs. Marjorie Breder
Mrs. Olga Colocousis
Mrs. Rita Gerber
Mrs. Pat Hennessey
Mrs. Lynne Laird
Mr. Mark Levin
Mr. Eugene Silver
Mr. William Smeader
Mrs. Shirley Sweet
Mrs. Avis Tague
Mrs. Muriel Woodhead

To parents, the education of their children is of special importance. To those of us who are parents of exceptional children, it is important that we understand the ways we can participate in the planning process that will provide the best educational programs for our children. We have an important responsibility and right to work with our local school district and other educational agencies in planning for our children's education, for we can provide a valuable contribution to the educational process of our children.

This handbook offers some general guidelines that we hope will help you better understand the planning process that will provide an appropriate education and program for your child.

Other references, offering more complete information, are available to you and are listed in the appendix.

If you have questions about the information in this Handbook, or in the listed reference materials, please contact the Montgomery County Intermediate Unit, Special Education Center, Norristown. Telephone: 539-8550

Montgomery County Intermediate Unit
Parent Liaison Committee

Introduction

By law, every child is guaranteed a free, appropriate public program of education and/or training. Public Law 94-142, a federal law, and in Pennsylvania, the Right to Education Consent Decree, provide for and protect the educational rights of handicapped as well as gifted and talented students.

While your local school district is ultimately responsible for your child's education, other educational agencies, and you the parent, will be actively involved in the planning process.

The Montgomery County Intermediate Unit is one of three parts in the state's system of public education: the local school district, the Intermediate Unit, and the State Department of Education. The Montgomery County Intermediate Unit is a public school agency that provides educational services to the twenty-two school districts in Montgomery County. The Special Education services offered by the Intermediate Unit include consultation to local school districts, evaluation services, and direct services to students.

Both your local school district and the Montgomery County Intermediate Unit are involved in this process. This booklet explains the process by which an exceptional child is evaluated, identified, and assigned to a program and placement.

Where Do You Begin

HOW IS A CHILD REFERRED FOR EVALUATION?

A parent or a school district can initiate a request for an evaluation to determine if the child is exceptional or non-exceptional.

Parent Initiated Evaluations

If you suspect that your child has a growth or learning need, your first step should be to request an evaluation in writing. An evaluation might include medical, neurological, educational and/or psychological examinations to determine *if* a need does exist.

For a Preschool Child

If your child is between the ages of three and five years, you can request an evaluation by contacting the Intermediate Unit Preschool Program.

The Intermediate Unit offers free diagnostic testing and evaluation for all children, ages three to five years, who are thought to be exceptional. Tests for your child might include a vision screening, a hearing evaluation, and a speech and language evaluation. If further information is needed, a pediatric examination, and a psychological evaluation are offered.

For preschool programs and services, parents or legal guardians can contact the Intermediate Unit at 539-8550.

For a School-Age Child

If your child has reached the legal school age, (entry age may differ from school district to school district), you can request an evaluation by contacting the Superintendent's office or the Director of Pupil Personnel of your local school district in writing. (See Appendix for listing)

School-District-Initiated Request for an Evaluation of a School-Age Child

If your local school district suspects that your child is exceptional, it can refer your child for an appropriate evaluation. The district must seek your written permission *by letter*, in order to perform the evaluation.

...*If you approve*, the school district can complete the evaluation as planned.

...*If you disapprove*, the school district may request an immediate conference with you to further clarify its concerns. If you do not agree to the conference, the district may either request a hearing to receive permission to conduct the evaluation, or it may cancel the proposed evaluation.

...*If you do not respond*, the school district may either cancel the evaluation or request a hearing to authorize the evaluation.

When an evaluation is performed, whether initiated by you or the school district, you will be informed of the results, and you have the right to examine any records which are used in the evaluation. All of the information gathered in an evaluation is strictly confidential and can be released to other agencies or persons, *only* with your written consent. However, this information could be released to the Intermediate Unit without your consent because the Intermediate Unit and the local school district work in partnership. It is important to note that if the child's evaluation shows him to be exceptional you can expect to be invited to a meeting to help you plan your child's Individualized Education Program (IEP). This invitation will be part of the "Notice of Exceptionality" that is sent or given to you after the evaluation is completed.

According to State Standards, the local school district must take steps to insure that you, the parents of the student, are present at the IEP planning meeting, or at least, are offered an opportunity to participate. The meeting will be scheduled at a mutually agreed upon time and place.

WHAT IS AN INDIVIDUALIZED EDUCATION PROGRAM?

The Individualized Education Program is a written summary document that describes the modifications of your child's educational program that will meet his/her special needs and/or abilities.

According to State Standards, an IEP is to be developed at an IEP planning meeting, attended by: (1) a representative of the school district or Intermediate Unit who is qualified to provide or supervise the specially designed instructional programs (Local Education Agency Representative, or "LEA Representative"); (2) the student's teacher(s); (3) the student's parent(s); and, (4) the student, where appropriate, and (5) any person(s) the parent or LEA wants to invite. The IEP will indicate your child's placement as described in the State Standards. See Appendix C.

WHAT SHOULD BE INCLUDED IN AN INDIVIDUALIZED EDUCATION PROGRAM?

The IEP is a *summary document* for your child for the coming year. It will never contain every possible objective, or activity for each child. According to the State Standards, an Individualized Education Program for each student assigned to special education programs and/or services shall include:

1. A statement of the child's present levels of educational performance. Present educational levels may include results of standardized formal tests and informal evaluations.

2. A statement of the annual goals which describe the expected behaviors to be achieved through the implementation of the Individualized Education Program. Annual goals will be general in scope, target areas for instruction and will serve as framework for the child's program over the course of a school year.

3. A statement of short-term instructional objectives. These objectives are smaller steps needed to reach the annual goals. They will tell what the child will do, how he will do it, and how well he will do it.

4. A statement of the specific special education program(s) and related services to be provided to the child. On the IEP form, these are listed as Primary Assignment and Services. It must also include any special instructional media and materials to be provided; (such as braille or talking books) and the type of physical education program in which the child will participate. However, the more typical media and materials used with any exceptional child need not be specified.

5. The extent to which the child will be able to participate in regular educational programs.

6. The projected dates for initiation of programs and the anticipated duration of the programs and/or services.

7. Appropriate objective criteria, evaluation procedures, and schedules for determining, on at least an annual basis, whether the instructional objectives are being achieved. This will be listed on the IEP as the Date of Review or Revision.

WHAT HAPPENS NEXT IN THE IEP PROCESS?

After the IEP is completed, it will be mailed to you along with the "Notice of Recommended Assignment" (the due process form). At this time you have several options:

...If you approve the program and placement, you should indicate this by signing and returning the first page of the Notice of Recommended Assignment. You should keep the copy of the IEP and the rest of the notice that was sent to you.

...If you do not approve the program and placement, you can request pre-hearing conference(s) to seek resolution. If you do not reach resolution at a

pre-hearing conference, you can begin procedures for a hearing.

...If you do not respond after 10 days the IEP may be implemented.

WHAT IS DUE PROCESS?

Due process is a series of procedures provided by law to ensure that each exceptional child receives a free, *appropriate* public education and/or training program. As part of these procedures districts and Intermediate Units are required to report to and work with the child's parent(s), guardian(s), or surrogate(s) in planning and carrying out the most appropriate educational program.

Due process is the legal procedure available to citizens before the state and/or local school district can deny them certain important rights. Due process insures that the parents be given written notification that requests written permission to:

...administer individual evaluations which would indicate whether or not the child has special needs and/or abilities.

...identify a child as exceptional or not exceptional

...assign the child to or change the child's special education program and/or placement.

WHAT IS A "NOTICE OF RECOMMENDED ASSIGNMENT?"

The "Notice of Recommended Assignment" is a legal document that will tell you what your child's suggested special education program and placement will be. It will be sent to you the parent(s), or guardian(s)/surrogate(s), accompanied by the IEP. Your child's IEP and special education placement in the least restrictive alternative should be reviewed so you can make a decision. The "Notice of Recommended Assignment" and the IEP will be either mailed or given to you. If the notice is mailed you must respond within 10 (ten) days. If the notice is given to you, you must respond within five (5) days. If you do not respond within the specified time the IEP and placement will be put into effect.

WHAT IS A HEARING?

If you disagree with your child's Individualized Education Program and/or placement, you have the right to request a pre-hearing conference. At this conference every attempt will be made to reach a resolution. Following the pre-hearing conference, the school district will send you a "Pre-Hearing Conference Response Form." At this time you can accept the placement and/or IEP or disapprove it and therefore request a hearing. It is your responsibility as a parent to represent your child.

You should be well prepared for the hearing and bring with you any written documentation and/or expert witness(es) you feel will support your position.

Following the hearing, the hearing officer will render a decision. The officer has the authority to order changes either in the education program and/or placement.

The decision will be made within twenty (20) days of the hearing. It will be in writing and will contain the hearing officer's decision based on findings of fact and conclusions of law. The decision will be sent to you by certified mail.

You have the right to object to the hearing decision by making a written appeal to the Secretary of Education.

IS THE IEP A CONTINUING PROCESS?

According to State Standards, each Individualized Education Program shall be reviewed at least annually and, if appropriate, be revised. You as a parent would be invited to an IEP planning meeting to review and, if necessary, revise your child's IEP. However, a review of the IEP may be requested at any time by the parent, the LEA, or the teacher.

At least every two years the review and/or revision of the Individualized Education Program shall be based on an analysis of the student's docu-

mented cumulative record by a certified school psychologist, the child's present teacher, and an LEA representative.

This procedure does not necessarily require retesting and parent consent is not required.

WHAT IS YOUR ROLE AS PARENT?

As parents, the importance of your participation in the planning of your child's Individualized Education Program cannot be overemphasized. It is your legal right, and in the best interest of both you and your child, to keep informed of his or her progress. By maintaining continuing contact with the professionals who are working with your child, you can learn how to support and enhance your child's school program at home.

For you as a parent there are parent organizations, advocacy groups, agencies, and individuals to answer your questions and to assist you in helping your child. You might also participate in parent groups associated with your child's school and attend parent meetings to learn about new programs and services that can be of benefit to your child.

WHAT SHOULD BE DISCUSSED AT A CONFERENCE?

—Results of tests and other information that will tell what your child is able to do now.

—What it is hoped your child will learn in a year. These are annual goals.

—The small steps that will be taken to help your child reach the annual goals. These are short-term objectives.

—The extent to which the child will be able to participate in regular education.

—Related services that will help your child benefit from his educational placement.

WHAT SHOULD YOU SAY AT A PROGRAM PLANNING CONFERENCE OR ANY OTHER CONFERENCE REGARDING IEP'S?

—Share information about your child's likes and dislikes.

—Share information about things you and your child do at home that are enjoyable to your child.

—Share information about your methods of handling situations that have been working for you.

—Give examples that describe your child's behavior. Say "Johnny holds his breath everytime I ask him to set the table" rather than "Johnny won't set the table".

—Have your ideas thought out ahead of time and write them down if it will help you.

—Ask questions and air your concerns about your child's program.

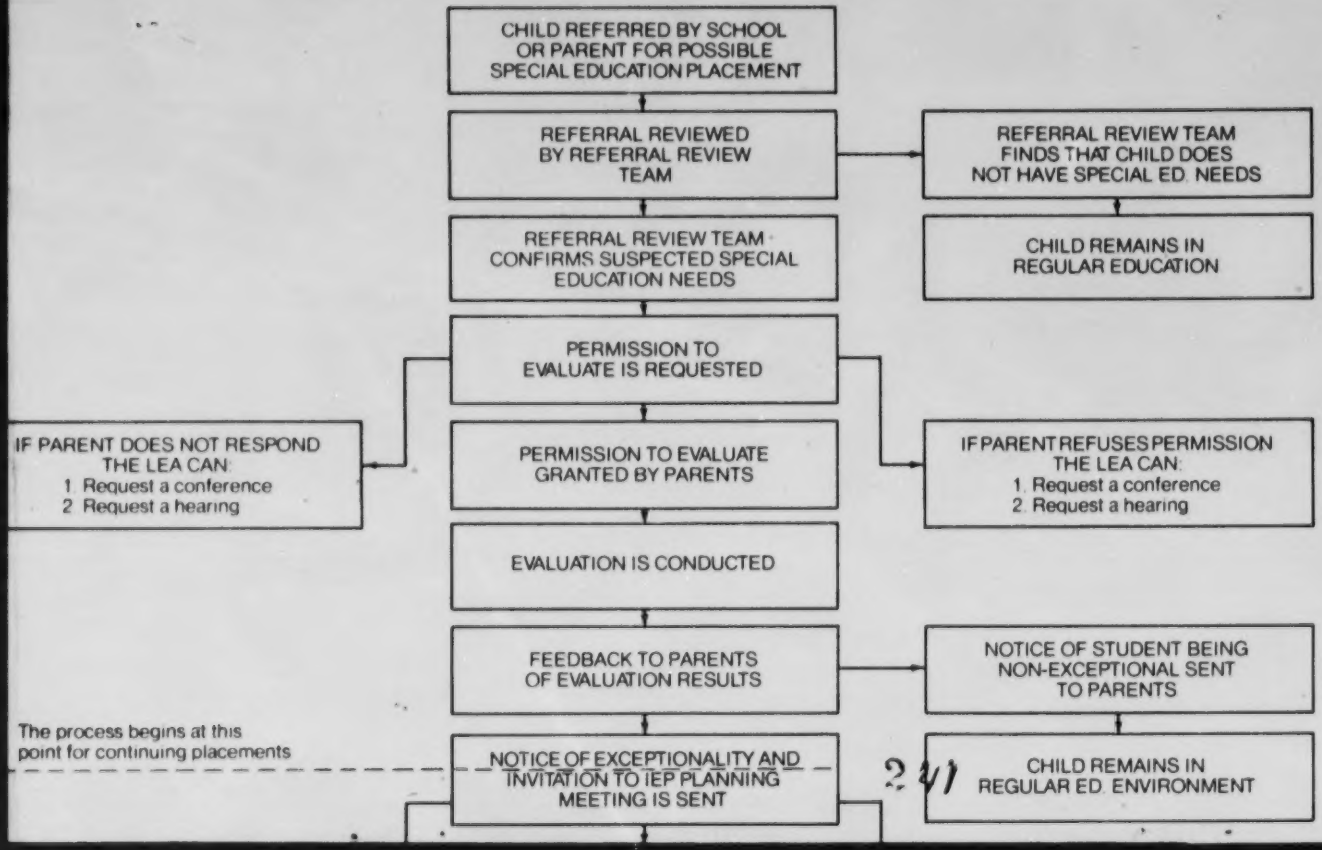
DO YOU GIVE UP YOUR RIGHTS TO HAVE INPUT IN YOUR CHILD'S PROGRAM AFTER YOU SIGN AN IEP?

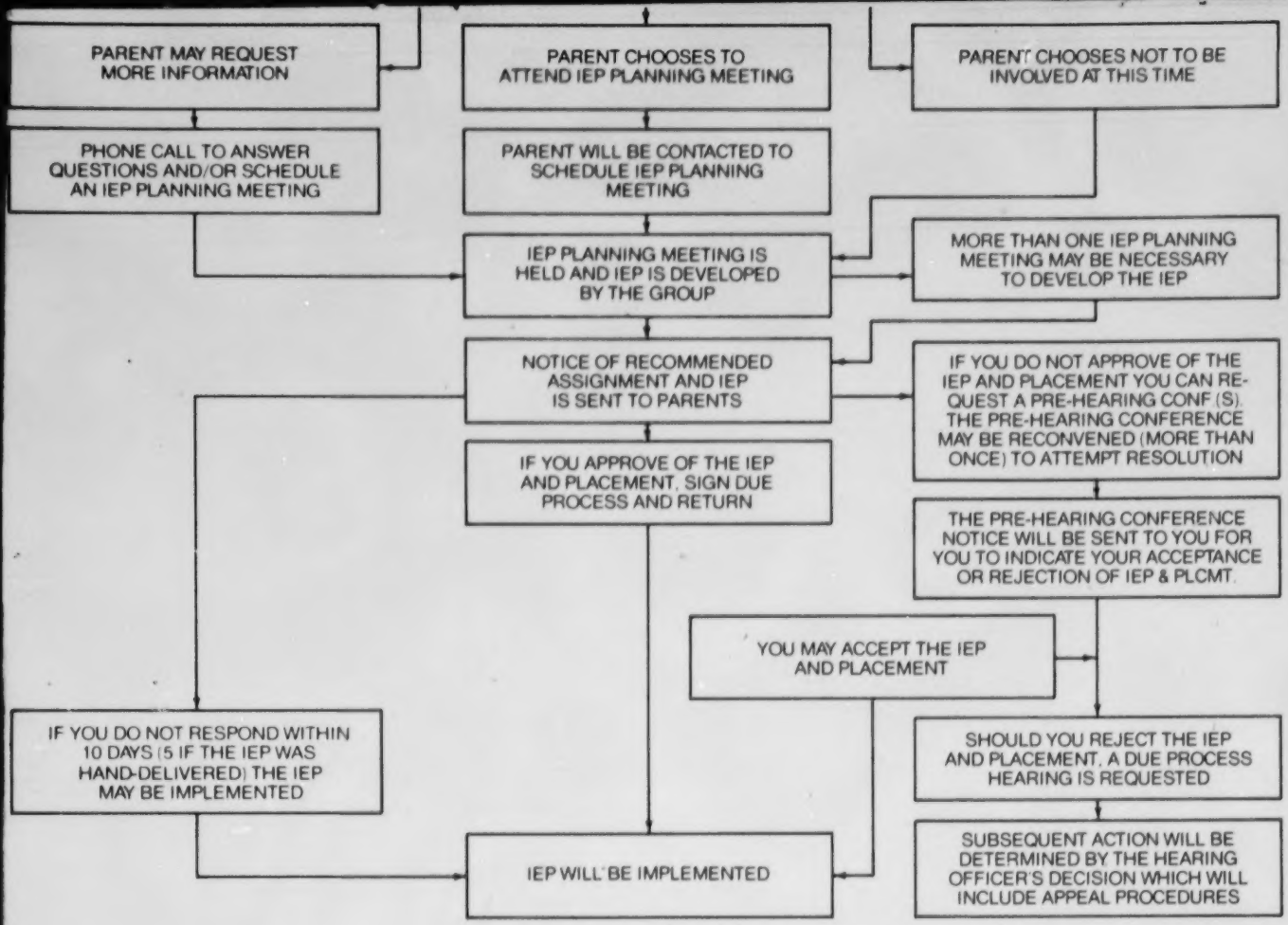
—You do not give up any rights when you sign an IEP.

—You can have input or raise a question at any time. However, please contact your child's teacher to arrange a conference.

—You will have a copy of your child's IEP to keep as a record. Please keep in mind the IEP is a summary document that describes the major part of your child's program. The IEP does not describe every single thing that your child will be taught.

MONTGOMERY COUNTY INTERMEDIATE UNIT
PROJECT AID: ASSISTANCE FOR IEP DEVELOPMENT
PROCEDURES FOR IEP DEVELOPMENT FOR NEWLY ENTERING CHILDREN


CHILD REFERRED BY SCHOOL OR PARENT FOR POSSIBLE SPECIAL EDUCATION PLACEMENT
REFERRAL REVIEWED BY REFERRAL REVIEW TEAM
REFERRAL REVIEW TEAM FINDS THAT CHILD DOES NOT HAVE SPECIAL ED. NEEDS
CHILD REMAINS IN REGULAR EDUCATION
REFERRAL REVIEW TEAM CONFIRMS SUSPECTED SPECIAL EDUCATION NEEDS
PERMISSION TO EVALUATE IS REQUESTED
IF PARENT DOES NOT RESPOND THE LEA CAN:
1. Request a conference
2. Request a hearing
PERMISSION TO EVALUATE GRANTED BY PARENTS
IF PARENT REFUSES PERMISSION THE LEA CAN:
1. Request a conference
2. Request a hearing
EVALUATION IS CONDUCTED
FEEDBACK TO PARENTS OF EVALUATION RESULTS
NOTICE OF STUDENT BEING NON-EXCEPTIONAL SENT TO PARENTS
The process begins at this point for continuing placements
NOTICE OF EXCEPTIONALITY AND INVITATION TO IEP PLANNING MEETING IS SENT
CHILD REMAINS IN REGULAR ED. ENVIRONMENT


PARENT MAY REQUEST MORE INFORMATION
PARENT CHOOSES TO ATTEND IEP PLANNING MEETING
PARENT CHOOSES NOT TO BE INVOLVED AT THIS TIME
PHONE CALL TO ANSWER QUESTIONS AND/OR SCHEDULE AN IEP PLANNING MEETING
PARENT WILL BE CONTACTED TO SCHEDULE IEP PLANNING MEETING
IEP PLANNING MEETING IS HELD AND IEP IS DEVELOPED BY THE GROUP
MORE THAN ONE IEP PLANNING MEETING MAY BE NECESSARY TO DEVELOP THE IEP
NOTICE OF RECOMMENDED ASSIGNMENT AND IEP IS SENT TO PARENTS
IF YOU DO NOT APPROVE OF THE IEP AND PLACEMENT YOU CAN REQUEST A PRE-HEARING CONF (S). THE PRE-HEARING CONFERENCE MAY BE RECONVENED (MORE THAN ONCE) TO ATTEMPT RESOLUTION
IF YOU APPROVE OF THE IEP AND PLACEMENT, SIGN DUE PROCESS AND RETURN
THE PRE-HEARING CONFERENCE NOTICE WILL BE SENT TO YOU FOR YOU TO INDICATE YOUR ACCEPTANCE OR REJECTION OF IEP & PLCMT.
YOU MAY ACCEPT THE IEP AND PLACEMENT
IF YOU DO NOT RESPOND WITHIN 10 DAYS (5 IF THE IEP WAS HAND-DELIVERED) THE IEP MAY BE IMPLEMENTED
SHOULD YOU REJECT THE IEP AND PLACEMENT, A DUE PROCESS HEARING IS REQUESTED
IEP WILL BE IMPLEMENTED
SUBSEQUENT ACTION WILL BE DETERMINED BY THE HEARING OFFICER'S DECISION WHICH WILL INCLUDE APPEAL PROCEDURES

IEP Development Procedures

Appendix

APPENDIX A

FREQUENTLY ASKED QUESTIONS

QUESTION—Who can request an IEP conference?
ANSWER —The *parent, teacher,* or *LEA* representative can request an IEP conference.

QUESTION—When can a conference(s) be requested?
ANSWER —Anytime there are questions or concerns about your child's IEP.

QUESTION—What if an IEP needs to be revised?
ANSWER —Anytime there is a change in annual goals, a change in primary assignment, or a change in related services an IEP *must* be revised.

QUESTION—Must a parent attend a revision conference of an IEP?
ANSWER —No. If the conference is requested by the teacher or the LEA representative, the parent will receive a request to attend the revision conference. If the parent cannot attend the conference, the conference will still be held. A revised copy of the IEP will be sent to the parent after this conference is held.

QUESTION—When will the IEP be revised?
ANSWER —An IEP can be revised at any time, but an IEP *must* be revised once a year.

QUESTION—Must an IEP be revised every September?
ANSWER —No. It *must* be revised on a yearly basis. We hope to stagger revisions of the IEP throughout the year so that the teachers will not have all the IEP's to revise in September. (It is possible to have an IEP valid from February to February.)

QUESTION—What might be discussed at the annual review of the IEP?
ANSWER —Present educational levels will be updated. Any changes in annual goals, changes in primary assignment, related services and parental concerns will be discussed.

QUESTION—Is it possible to have the same annual goal(s) every year?
ANSWER —Yes. Remember, annual goals are long term goals that may be ongoing. The short term objectives are changed periodically to meet the educational needs of the student.

APPENDIX B

SCHOOL DISTRICT	ADDRESS	
Abington	Adm. Bldg. 1841 Susquehanna St. Abington 19001	884-4700
Bryn Athyn	P.O. Box 205 Bryn Athyn 19009	784-4286
Cheltenham Twp.	Ashbourne Rd. & Washington Lane Elkins Park 19117	886-9500
Colonial	Plymouth-Whitemarsh H.S. Germantown Pike Plymouth Meeting 19462	825-1500
Hatboro-Horsham	229 Meetinghouse Rd. Horsham 19044	672-5660
Jenkintown	317 Highland Ave. Jenkintown 19046	885-3722
Lower Merion	301 Montgomery Avenue Ardmore 19003	649-5600
Lower Moreland Twp.	555 Red Lion Road Huntingdon Valley 19006	947-2200

Methacton	Kriebel Mill Road Fairview Village 19409	489-1900
Norristown	401 N. Whitehall Road Norristown 19401	539-1000
North Penn	400 Penn Street Lansdale 19446	368-0400
Perkiomen Valley	Box 338, Schwenksville 19473	287-7861
Pottsgrove	Kauffman Road Pottstown 19464	327-2277
Pottstown	Beech & Penn Streets Pottstown 19464	323-8200
Souderton Area	139 Harleysville Pike Souderton 18964	723-6061
Spring-Ford Area	Lower Lewis Road Royersford 19468	948-7500
Springfield Township	1901 E. Paper Mill Rd. Oreland 19075	233-2600
Upper Dublin	800 Loch Alsh Ave. Fort Washington 19034	646-5600
Upper Merion Area	Adm. Bldg. King of Prussia 19406	265-1500
Upper Moreland Twp.	Terwood Rd. Willow Grove 19090	659-6800
Upper Perkiomen	201 W. Fifth St. E. Greenville 18041	679-7961
Wissahickon	Spring House Elementary School Norristown Road Spring House 19447	646-9300

APPENDIX C

GLOSSARY

ANNUAL GOALS—A general statement describing the child's progress in one year. Ex.—The student will increase his word recognition skills.
APS—Approved Private School
BI—Brain Injured
CDE—Center for Developmental Education
DATE OF REVIEW OR REVISION—The date when the IEP will be reviewed and updated. This must be done within twelve months.
DUE PROCESS—Legal procedures available to the citizens before the state and/or districts can deny them certain important rights and privileges.
ED—Emotionally Disturbed
EFFECTIVE DATE—The day the parent approves of the IEP
EMR—Educable Mentally Retarded
HI—Hearing Impaired
IEP—Individualized Education Program
IEP COORDINATOR—A person selected in a building program, or district, who oversees the writing of an IEP.
IMT or MIT—Itinerant Master Teacher
INTEGRATION—An educational technique used to return a child from special education to regular education in appropriate successive steps.
IU—Intermediate Unit
L & A—Learning and Adjustment
LD—Learning Disabilities
LEAST RESTRICTIVE ENVIRONMENT—The most appropriate educational placement.
LEA—Local Education Agency (the school district or Intermediate Unit)
LEA REP—The Local Educational Agency Representative—a person selected in a building, program, or district who will participate in all conferences discussing the IEP.
MAINSTREAMING—Educating handicapped children as closely as possible with their normal peers.
MCIU—Montgomery County Intermediate Unit
OPERATING AGENCY—The agency which operates the class.

OT—Occupational Therapy
PDE—Pennsylvania Department of Education
PH—Physically Handicapped
PL94-142—PL = Public Law 94 = the 94th Congress 142 = the 142nd Act of the 94th Congress
PRELIMINARY PROGRAM PLANNING CONFERENCE—The meeting with parents, teacher or teachers, and LEA Representative to discuss concerns and begin developing an IEP.
PRESENT EDUCATIONAL LEVELS—A statement describing where the student's instruction should begin.
PRIMARY ASSIGNMENT—The class or classes to which your child is assigned. Ex.—Self-contained, resource room, regular class, language, speech, hearing and/or vision.
PROJECT AID—A federal project designed to give Assistance in IEP Development.
PROJECT PIE—A federal project "Partners in Education" designed to train representational parents and leaders to act as resources in the IEP process and to study cost effectiveness implications of the IEP process.
PT—Physical Therapy
SED—Socially and Emotionally Disturbed
SERVICES—Transportation and other available programs that help the child benefit from special education.
SHORT-TERM OBJECTIVES—Steps used to achieve annual goals. Ex.—Given 20 words, the student will identify the initial consonant blend with 80% accuracy.
SPI—Severely and Profoundly Impaired
S/PMR—Severely and Profoundly Mentally Retarded
TMR—Trainable Mentally Retarded
UG—Ungraded
VHMH—Visually Handicapped Multiple Handicapped
VHRR—Visually Handicapped Resource Room

APPENDIX D

COMMUNITY RESOURCES/SERVICES

Parent Organizations/ Advocacy Groups

Montgomery County Intermediate Unit Special Education
Parent Liaison Committee
Executive Director's Office
6198 Butler Pike
Blue Bell, PA 19422

Parents of the Hearing Impaired League (PHIL)
Supervisor of Hearing
Special Education Center
1605-B West Main Street
Norristown, PA 19401

Montgomery County Intermediate Unit
Right to Education Task Force
Chairperson
Special Education Center
1605-B West Main Street
Norristown, PA 19401

TMR Consortium Advisory Committee
Chairperson
Special Education Center
1605-B West Main Street
Norristown, PA 19401

Parent Group of Montgomery County School for Physically Handicapped and Center for Developmental Education
Montgomery County School for Physically Handicapped
1630 West Marshall Street
Norristown, PA 19401

Association for Children with Learning Disabilities (ACLD)
P.O. Box 394
Glenside, Pa 19038

Montgomery County Association for Retarded Citizens (MARC)
801 West Main Street
Norristown, PA 19401

Council for the Exceptional Child
250 Tanglewood Road
King of Prussia, PA 19401

Parent Network
2425 North 59th Street
Philadelphia, PA 19131

HEALTH/GENERAL REFERRAL INFORMATION SERVICES

Health and Welfare Council
319 DeKalb Street
Norristown, PA 19401

Project CONNECT
1-A North Progress Avenue
Harrisburg, PA 17109
(717) 657-0000 (Call COLLECT)

Mental Health Association of Southeastern Pennsylvania
1207 Chestnut Street
Philadelphia, PA 19107

Office of Mental Health and Mental Retardation
One Montgomery Plaza
Norristown, PA 19401

BASE SERVICE UNITS (Branches of MH/MR)

Abington MH/MR Center
Montgomery County Case Management Office
1150 Old York Road
Abington, PA 19001

Central Montgomery MH/MR Center
1100 Powell Street
Norristown, PA 19404

Community Counseling Services
1314 High Street
Pottstown, PA 19464

Community Organization for Personal Enrichment
48 E. Butler Avenue
Ambler, PA 19002

Human Services Council
837 E. Germantown Pike
Norristown, PA 19401

Penn Foundation for MH
Lawn Avenue
Sellersville, PA 18960

Pennsylvania State Health Centers
750 E. Johnson Highway
Norristown, PA 19401

Resources for Human Development
Wynnewood House, Suite 111
300 E. Lancaster Avenue
Wynnewood, PA 19096

FINANCIAL ASSISTANCE

Montgomery County Board of Assistance
506 W. Marshall Street
Norristown, PA 19401

VISUAL/PHYSICAL HANDICAPS

Bureau of Visually Handicapped
Regional Office
1400 Spring Garden Street
Philadelphia, PA 19130

Montgomery County Association for the Blind
704 W. Marshall Street
Norristown, PA 19401

Montgomery County Treatment Center
(Easter Seal Society)
837 Sumneytown Pike
Lansdale, PA 19446

Nevil Interagency Referral Service
919 Walnut Street, Room #400
Philadelphia, PA 19107
(Blind and Visually Handicapped)

Spina Bifida Association of Delaware Valley
P.O. Box 116
Lenni, PA 19052

United Cerebral Palsy of Philadelphia and Vicinity
4700 Wissahickon Avenue
Philadelphia, PA 19007

LEGAL AID

Montgomery Bar Association
506 W. Marshall Street
Norristown, PA 19401

Educational Law Center
225 South 15th Street
Philadelphia, PA 19102

Community Legal Services
Juniper and Locust Streets
Philadelphia, PA 19107

Juvenile Law Center of Philadelphia
1422 Chestnut Street
Philadelphia, PA 19102

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State Standards

341.1 Definitions

The following words and phrases, used in this chapter, shall have, unless the context clearly indicates otherwise, the following meanings:

(a) Change in Educational Status—Any assignment or reassignment based on evidence that the person is exceptional, or thought to be exceptional. The following educational assignments are included: regular education, special education, no assignment or a change from one type of special education to another. Any change shall be in accordance with an Individualized Education Program.

(b) Exceptional Persons—Those persons evaluated in accordance with this chapter as being hearing impaired, mentally gifted and talented, mentally retarded, physically handicapped, learning disabled, brain damaged, speech and language impaired, socially and emotionally disturbed, visually impaired, or severely multihandicapped. These terms are further defined as follows:

(1) **Brain Damage**—A moderate to severe injury to the brain, as identified by a neurological examination, resulting in severe behavior and learning disorders. Persons whose behavior and learning disorders are primarily the result of visual, hearing or motor handicaps or mental retardation, emotional factors or of environmental disadvantage are not brain injured. The term brain damage does not include the condition known as minimal brain disfunction.

(2) **Hearing Impaired**—A hearing loss ranging from mild (hard of hearing) to profound (deaf), which interferes with the development of the communication process and results in failure to achieve full educational potential. A person shall be assigned to a program for the hearing impaired when the evaluation and Individualized Education Program indicate that such a program is appropriate, provided that the evaluation includes a report by an audiologist and otologist.

(3) **Learning Disability**—A deficiency in the acquisition of basic learning skills, including but not limited to, the ability to reason, think, read, write, spell or to do mathematical calculations, as identified by an educational and psychological evaluation. Persons who have learning disorders which are primarily the result of visual, hearing or other handicaps or mental retardation or emotional factors or of environmental disadvantage are not learning disabled. The term learning disability does not exclude the possibility that a learning disabled person may also exhibit such conditions as brain damage or minimal brain disfunction. A person shall be assigned to a program for the learning disabled when the evaluation and Individualized Education Program indicate that such a program is appropriate, provided that the evaluation clearly indicates that the person can demonstrate average or above average intellectual functioning on an appropriate intelligence measure. The evaluation shall include an assessment of specific academic strengths and weaknesses.

(4) **Mentally Gifted**—Outstanding intellectual and creative ability, the development of which requires special activities or services not ordinarily provided in the regular program. Persons shall be assigned to a program for the gifted when they have an IQ score of 130 or higher. A limited number of persons with IQ scores lower than 130 may be admitted to gifted programs when other educational criteria in the person's profile strongly indicated gifted ability.

(5) **Mentally Retarded**—Impaired mental development which adversely affects a person's educational performance. A mentally retarded person exhibits significantly impaired adaptive behavior

in learning, maturation and/or social adjustment as a result of subaverage intellectual functioning. The degree of retardation and the level of social and academic functioning, not deviant behavior patterns, shall be the factors in determining the individualized program. A person shall be assigned to a program for the mentally retarded when the evaluation and Individualized Education Program indicate that such a program is appropriate, provided that no person shall be assigned to a program for the:

(i) educable mentally retarded unless his or her IQ score is lower than 80.

(ii) trainable mentally retarded unless his or her IQ score is lower than 55.

(iii) severely and profoundly mentally retarded unless his or her adaptive behavior is so severely impaired that education programming is oriented to behaviors which may be considered absolutely basic to higher levels of skilled performance. Individuals with an IQ score lower than 30 may be considered for these programs and shall be evaluated by a physician prior to assignment.

(6) Physically Handicapped—Orthopedic and/or other health impairments of sufficient magnitude to limit a person's classroom accommodation and educational performance. A person shall be assigned to a program for the physically handicapped when the evaluation and Individualized Education Program indicate that such a program is appropriate, provided that the evaluation includes reports from a physician and a certified public school psychologist.

(7) Severely Multihandicapped—Persons who are diagnosed as having two or more of the following severe handicapping conditions required for assignment to approved private schools (22 Pa. Code ‡171.23(F).)

(i) Blind—A visual handicap of a severe degree. Those persons in whom there is visual acuity of 20/200 or less in the better eye with correcting glasses or a peripheral field so contracted that the widest diameter of such field subtends an angular distance no greater than 20 degrees.

(ii) Brain Damage—Those persons who manifest severe behavior and learning disorders resulting from a severe insult to the brain as identified by a neurological examination.

(iii) Cerebral Palsy—Those persons with severe bilateral, symmetrical, nonprogressive paralysis resulting from developmental defects in the brain, or trauma at birth who cannot carry on independently, the normal activities of daily living.

(iv) Deaf—A hearing handicap of a severe degree. Those persons in whom the sense of hearing is nonfunctional for the ordinary purposes of life. This includes the congenitally and adventitiously deaf. The following represents hearing loss as defined by audiometer measurements: (a) Severe hearing loss—60 db to 90 db; and (b) Deaf—90 db or more in both ears.

(v) Emotional Disturbance—Those persons who manifest a severe major affective psychosis which is characterized by a single disorder of mood, either extreme elation or depression that dominates the mental life of the person and is responsible for whatever loss of contact they may have with their environment.

(vi) Muscular Dystrophy—Those persons who manifest a severe wasting away and atrophy of the muscles whereby they become nonambulatory, lose muscle power and are unable to participate in normal activities of daily living.

(vii) Severely Mentally Retarded—Those persons whose adaptive behavior is so severely impaired that educational programming is directed to behaviors that require closely supervised simple self-help and very simple work skills requiring full dependence upon others. This term is used to describe the degree of mental retardation present when intelligence testing is lower than an IQ of 25 as measured on individual psychological tests with no consideration

of the standard error of measurement permitted. Those with such adaptive behavior and measured mental ability will be considered for these programs and shall be evaluated by a physician prior to assignment.

(8) **Socially and Emotionally Disturbed**—A condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree: an inability to learn which cannot be explained by intellectual, sensory or health factors; an inability to build or maintain satisfactory interpersonal relationships with peers and teachers; inappropriate types of behavior or feelings; a general pervasive mood of unhappiness or depression; or a tendency to develop physical symptoms, pains or fears associated with personal or school problems. A person shall be assigned to a program for the socially and emotionally disturbed when the evaluation and Individualized Education Program indicate that such a program is appropriate, provided that the evaluation includes reports from a board-certified or approved psychiatrist. No person shall be assigned to a program for the socially and emotionally disturbed for disciplinary reasons alone. Socially and emotionally disturbed children shall be psychiatrically reevaluated every two years.

(9) **Speech and Language Impaired**—Communication disorders of impaired language, voice, fluency or articulation to such a degree that academic achievement is invariably affected and the condition is significantly handicapping to the affected person. A person shall be assigned to a program for the speech and language impaired when the screening by a speech clinician and the Individualized Education Program indicate that such a program is appropriate. Where appropriate, an evaluation by a certified public school psychologist or physician shall be performed.

(10) **Talented**—Outstanding talent as identified by a team of educators and professionals competent in the areas of art, music, dance, photographic arts or theater, the development of which requires special activities or services not ordinarily provided in the regular program. A person identified as talented shall be eligible to attend the Governor's School for the Arts.

(11) **Visually Impaired**—A visual impairment, which adversely affects a person's educational performance. A person shall be assigned to a program for the visually impaired when the evaluation and Individualized Education Program indicate that such a program is appropriate, provided that the evaluation includes an examination by an eye specialist and a written report of the nature and degree of the visual impairment.

(c) **I.Q. Score**—An I.Q. score with consideration for a plus or minus five (5) standard error of measurement as measured by an individual psychological test.

(d) **Notice**—Written notice in the language or mode of communication normally used by the person to whom the notice is being given.

(e) **Parent**—A parent or guardian (or individual acting as a surrogate parent in the absence of a parent or guardian) of any school-aged person.

(f) **Persons of School Age**—Persons aged six to twenty-one and persons younger than six who are of the age at which regular education programs are provided in their school district of residence.

(g) **Special Education**—A basic education program planned to meet the educational needs of exceptional persons.

(h) **Surrogate Parents**—A person appointed by the intermediate unit to act as the parent of a school-aged person when the parents are not known, unavailable, or when the school-aged person is a ward of the state. The person appointed shall not be an employee of the state or local education agency involved in the education or care of the school-aged person.

341.11. Parent Initiated Identification

(a) General Rule—Any parent who believes that his or her child is exceptional and is not receiving appropriate special education programming may request, in writing, an evaluation of the child.

(b) Conference—A conference shall be scheduled within 10 days of receipt of the written request. The conference shall include, but shall not be limited to, the parent, the teacher of the person, and a supervisor of special education, or principal. Any person the parent wishes to invite may attend. Prior to the conference, the school district shall prepare written evidence supporting the appropriateness of the person's present program or a recommendation for a change in assignment provided that no such recommendation is made until after an evaluation of the person has been performed in accordance with this chapter. At the conference, every effort shall be made to reach an amicable agreement, keeping in mind the best interest of the individual. If a change in assignment is recommended an Individualized Education Program shall be developed at the conference.

(c) Hearing—Upon conclusion of the conference(s), the parent, if dissatisfied with the results of the conference, may request a hearing. The hearing procedures shall be in accordance with 22 Pa. Code ‡13.32(8) through (23) (relating to school district initiated due process procedures).

341.12. School District Identification

(a) Policy—Each school district shall adopt a policy for the identification of school-aged persons who may be in need of special education programs or services.

(b) Coordination—The policy shall be coordinated with the intermediate unit.

(c) Group Screening—The policy shall refer to those group screening instruments which may be used as the basis for referral for evaluation. A group screening instrument is a basic test administered to, or a procedure used with, all children in a school (for example, achievement tests administered to all students in a school, or to all students of a certain grade level; speech and language screening instruments; and visual and hearing tests administered in accordance with Article 14 of the Public School Code of 1949 (24 P.S. ‡‡14-1401-14-1422).

(d) Referrals—The policy shall include a system by which persons who may be in need of special education are referred by parents, teachers, school nurses and other professional employees for evaluation. At the same time the parent shall be informed in accordance with subsection (e) of this section that the person has been referred for evaluation.

(e) Notice to Parents—The parent of any person referred for evaluation shall be informed in writing:

(1) that the person has been referred for evaluation;

(2) of the basis upon which the referral was made;

(3) that the parent has the right to inspect and review all relevant school records;

(4) of the procedures and specific types of tests which will be used in the evaluation and the approximate dates of such procedures;

(5) of the parents' right to meet with a public school psychologist to discuss the referral and proposed evaluation procedures;

(6) of the right of the parent to object to the evaluation and request a hearing in accordance with 22 Pa. Code ‡13.32 (relating to school district due process procedure).

(7) of the right of the parent to give or withhold his or her consent to the evaluation.

(f) Conference—The notice required by subsection (e) of this section may be given to the parent at a conference.

341.13. Evaluation

(a) General Rule—An evaluation must be conducted in accordance with this section prior to the assignment of any person to a special education program of service, or prior to the denial of assignment if the parent requests assignment. A person may, however, be assigned to itinerant speech and language

service in accordance with paragraph (g) (2) of the section after identification in accordance with ‡341.12(c) (relating to group screening). In each instance, except for speech and language impaired, an individual psychological examination shall be administered by a certified public school psychologist prior to assignment to a special education program. For speech and language impaired, a psychological evaluation may be administered by a certified public school psychologist.

(b) Individualized Education Program—An evaluation requires the analysis and investigation necessary to develop an Individualized Education Program appropriate for the person as required by ‡341.15 (relating to Individualized Education Program). There shall be no change in educational status until the Individualized Education Program has been developed.

(c) Scope—The nature of the individual behavioral and learning characteristics of the person thought to be exceptional shall determine the psychological, educational and other assessment services to be used in the evaluation and the uniqueness in procedures or protocols which may be used. Provided that persons thought to have a specific exceptionality shall be evaluated in accordance with the minimum requirements for that exceptionality as provided in ‡341.1(b) (relating to definitions).

(d) Tests—Tests and similar evaluation materials shall be:

(1) administered in the child's native language or mode of communication, unless it is clearly not feasible to do so;

(2) selected and administered so that the test results accurately reflect the person's aptitude, achievement level or whatever other factor the test purports to measure, rather than the person's impaired sensory, manual or speaking skills (except where such skills are the factors which the test purports to measure);

(3) professionally validated for the specific purpose for which they are to be used;

(4) administered by certified professional employees in accordance with the instructions provided by the test's producer and sound professional practice;

(5) selected and administered to assess specific areas of educational need and not merely a single general intelligence quotient.

(e) Other Information—Information from sources other than ability or achievement tests, including information from the parents concerning the person's physical condition, sociocultural background and adaptive behavior in home and school, shall be considered in recommending assignments. No one test or type of test shall be used as the sole criterion for development of the Individualized Education Program.

(f) Outside Evaluation—Reports and evaluations submitted by the person or parent shall be given full consideration by the school district in recommending assignments. No one test or type of test shall be used as the sole criterion for development of the Individualized Education Program.

(g) Team—All data collected under this section and the person's relevant school record shall be reviewed and interpreted by a public school psychologist, the person's present teacher and a supervisor of special education or a school administrator or another person knowledgeable about the program and service options which may be appropriate for the person.

(1) If the review and interpretation results in a conclusion that the person is not exceptional the parent shall be so notified in writing. The notice shall inform the parent of his or her right to:

(i) review all data collected on the child;

(ii) request a program placement conference in accordance with 22 Pa. Code ‡13.32 (relating to due process);

(iii) request a hearing on the recommendation in accordance with 22 Pa. Code ‡13.32 (relating to due process).

(2) If the review and interpretation result in a recommendation to develop an Individualized Education Program, the parent shall be notified by letter that the school district:

(i) has identified the person as exceptional;

(ii) is recommending special education placement;

(iii) will arrange conference for parent(s) to participate in the development of the Individualized Education Program.

341.15. Individualized Education Program

The Individualized Education Program for each person assigned to special education programs or services shall include:

(1) a statement of the person's present level of educational performance;

(2) a statement of annual goals which describes the expected behaviors to be achieved through the implementation of the person's Individualized Education Program;

(3) a statement of short-term instructional objectives;

(4) a statement of specific educational services to be provided to the child, including a description of (1) all special education and related services required to meet the unique needs of the child, (2) any special instructional media and materials to be provided and (3) the type of physical education program in which the child will participate;

(5) a description of the extent to which the child will be able to participate in regular education programs;

(6) the projected date for initiation and the anticipated duration of services, and

(7) appropriate objective criteria, evaluation procedures and schedules for determining, on at least an annual basis, whether the instructional objectives are being achieved.

341.16. Individualized Education Program Conference

(a) **Conference**—The Individualized Education Program shall be developed in a conference by:

(1) a representative of the school district or intermediate unit who is qualified to provide or supervise the provision of specially designed instruction to meet the person's unique needs;

(2) the person's teacher(s); (If the person is assigned to or is to be assigned to an approved private school the private school teacher(s) and any other representative of the private school)

(3) the person's parent(s); and

(4) where appropriate, the person;

(5) any person the parent(s) wants to attend may attend; and

(6) upon completion of the Individualized Education Program conference the due process notice may be given or mailed to the parent in accordance with 22 Pa. Code ‡13.32 (relating to due process).

(b) **Parent Participation**—Each school district shall take steps to ensure that the parents of the person are present at the conference or are afforded the opportunity to participate. The conference shall be scheduled at a mutually agreed upon time and place unless it is clearly not possible or practical.

(1) In cases where it is not possible or not practical for all participants to attend, other alternatives to ensure full participation must be attempted, including individual or conference telephone calls.

(2) The Individualized Education Program conference may be conducted without the parent in attendance only if there is sufficient documentation of attempts to arrange a mutually agreed upon time and place, such as detailed records of telephone calls made or attempted and the results of such calls, copies of correspondence sent to the parents and any responses received and detailed records of visits made to the parent's home or place of employment and the results of such visits.

(3) If a parent has a communication barrier, such as deafness or a primary language other than English, the local educational agency shall provide an interpreter or take whatever action is necessary to ensure that the parent understands the proceedings.

(c) **Time**

(1) There shall be no change in educational status until the Individualized Education Program has been developed in accordance with this section.

(2) For exceptional children currently receiving special education programs or services, the Individualized Education Program Conference shall be conducted prior to the 1977-78 school year.

341.17. Minimum Annual Review

(a) **Review and/or Revision**—Each Individualized Educational Program shall be reviewed at least annually and, if appropriate, revised, in accordance with ‡341.16 (relating to conference).

(b) **Re-evaluation**—At least once every two years the review and/or revision of the Individualized Education Program shall be based on an analysis of the student's documented cumulative record by a team in accordance with ‡341.13(g) (relating to evaluation). The re-evaluation may include administration of individual psychological tests administered by a certified public school psychologist and other clinical examinations if needed. Parental consent is not required for a re-evaluation. A re-evaluation may be conducted more frequently than once every two years, if such is deemed appropriate by the local educational agency.

341.18. Relation to Hearing

The Individualized Education Program is an education program developed jointly by the parents and school personnel. The Individualized Education Program may be revised periodically in accordance with ‡341.17(a) (relating to review and revision). If a change in educational status, special education program and/or related services provided the student is to be recommended by the local educational agency, as a revision of the Individualized Education Program, the provisions of ‡341.16 are to be followed and subsequent notice and right to a hearing shall be provided in accordance with 22 Pa. Code ‡13.32 (relating to due process). A parent may request a re-evaluation of the student's identification and assignment annually in accordance with 22 Pa. Code ‡13.33 (relating to parent initiated due process procedures).

If a hearing is requested, the hearing shall be held to determine the specific kinds of programs and services appropriate for the person, based on the evaluation conducted in accordance with ‡341.13 (relating to evaluation) and any subsequent re-evaluation that may have been conducted. The hearing officer shall, after the hearing, issue an opinion and order defining the assignment, program and services in such specificity as he or she deems necessary. An Individualized Education Program document shall then be developed jointly, in conformity with the hearing officer's decision, by the parents, school personnel and, where appropriate, the person in accordance with ‡341.16 (relating to conference) in order to supply any component of the Individualized Educational Program not noted, ruled upon or recommended by the hearing officer in her or his decision. The conference shall be scheduled within 10 days after the decision has been rendered.

Operations of Programs

341.21. General Rule

Special education programs and services shall be organized to effectively and efficiently implement the Individualized Education Program. Regardless of the choice of administrative arrangement, provision shall be made for the maximum amount of appropriate integration and contact with regular education students.

341.22. Operating Agent

(a) **Designation**—The operating agent for special education programs and services shall be designated in the provisions of ‡341.31 (relating to plans).

(1) **District Operation**—Special education programs and services shall be developed and operated by a school district when the school district is able to provide effective and efficient programs, including adequate housing and supervision.

(2) **Intermediate Unit Operation**—Special education programs and services shall be developed and operated by the intermediate unit

when the school district cannot effectively and efficiently support such programs and services.

(3) **Cooperative Agreement**—To meet the needs of individual school-aged exceptional persons, a cooperative agreement may be developed among districts and intermediate units.

(4) **Approved Private School**—To meet the needs of certain individual school-aged exceptional persons, an approved private school assignment shall be recommended and approved by district and intermediate unit professional staff whenever an appropriate placement cannot be provided within the local public schools solely because of the nature and incidence of the student's handicapping condition. Whenever a school district and intermediate unit agree that the only source of an appropriate program of education for a school-aged person is in an approved private school, in accordance with the stated admission policy of the particular school, the recommendation and supporting evidence shall be forwarded to the Department of Education for final approval in accordance with 22 Pa. Code ‡‡171.13 and 171.16 (relating to assignment).

(b) **Powers and Duties**—The operating agent shall determine the operational, organizational and administrative procedures of the special education programs and services it operates subject to the provisions of the school laws, State Board regulations and these standards.

341.31. Plans

Special education programs and services shall be administered in accordance with the Intermediate Unit Plan for Special Education as set forth in the Public School Code of 1949 (24 P.S. 13-1372(2)).

341.32. Development of Plans

Each intermediate unit shall annually revise its plan in cooperation with its constituent school districts and, where appropriate, with approved private schools and other intermediate units.

(1) **School District Plans**—Each school district shall develop and maintain a plan which specifies all special education programs and services to be district-operated and designates those programs and services required from the intermediate unit. The plan shall also identify those regular education programs which may be used to implement Individualized Education Programs.

(2) **Intermediate Unit Plans**—School District Plans shall be incorporated in the Intermediate Unit Plan. Intermediate Unit Plans shall specify the programs and services to be operated by the intermediate unit and shall incorporate those programs and services operated by individual school districts including regular education programs which may be used to implement Individualized Education Programs. The plan shall specify those programs and services required from approved private schools.

341.33. Content of Plans

In addition to the description of programs and services and needs required in ‡341.32 (relating to Development of Plans), each Intermediate Unit Plan shall include:

(1) A policy for the identification of all school-aged persons in need of special education programs and services in accordance with ‡341.12 of this chapter (relating to parent initiated identification).

(2) A strategy to provide immediately an appropriate education to any person identified under subsection (1) above who is receiving no education.

(3) A strategy and timetable to develop special education programs and services for those identified under subsection (1) of this section above who are not receiving appropriate special education pro-

grams and services. Such strategy shall reflect the following priorities in accordance with the specific needs determined by the school district and the intermediate unit:

(i) Programs and services shall be provided for the more severely handicapped before programs are provided for the less severely handicapped, and for the more gifted before the less gifted.

(ii) Programs and services shall be developed in accordance with a planned curriculum to provide a continuum of programs and services appropriate for the student's age and development.

(iii) Programs and services shall be developed to provide a continuum of programs and services for appropriate student assignments in accordance with the priority order as provided in ‡13.11(d) of this Title (relating to program responsibilities).

341.35. Approval of Plans

(a) General Rule—Intermediate Unit Plans for the operation of special education programs and services shall be submitted to the Department of Education, Division of Special Education, for approval. Plans shall be approved when the requirements of ‡‡341.31 and 341.32 of these standards are met.

(b) Criteria—To determine compliance with ‡‡341.32 and 341.33, the department shall apply the following criteria:

(1) Based on expected incidence rates, the programs are adequate in quantity to meet the needs of all severely handicapped persons within the intermediate unit.

(2) Based on expected incidence rates, the programs are adequate in quantity and variety to meet the needs of persons of every exceptionality as defined in ‡341.1(b) (relating to definitions).

(3) Based on expected incidence rates, there is a full continuum of programs and services to permit the least restrictive assignment and the appropriate services in accordance with 22 Pa. Code ‡13.11(d) (relating to priority order of placement) and ‡341.51 of this chapter (relating to organization).

(4) Based on the following table programs are adequate to deliver quality special education services. The plan may justify deviation from the table by describing why deviation will not affect or will enhance the quality of the programs.

Constant Enrollment by Organizational Patterns*

Program Category and/or Level	Itinerant	Resource Rooms	Part-Time	Full-Time
EMR Elementary	15-50	15-20	10-15	10-15
EMR Secondary	15-50	15-20	15-18	10-15
TMR Elementary	None	None	10-15	8-12
TMR Secondary	None	None	15-18	8-15
S & P Retarded	None	None	None	4-8
SED Elementary	15-50	15-20	10-15	6-12
SED Secondary	15-50	15-20	10-15	8-12
BI/LD Elementary	15-50	15-20	10-15	6-12
BI/LD Secondary	15-50	15-20	10-15	8-12
HI El./Sec.	15-50	5-15	6-10	5-8
SP&L El./Sec.	20-90**	None	None	5-8
PH El./Sec.	15-50	5-15	6-12	6-12
Detention El./Sec.	None	None	None	1-15
VH El./Sec.	15-50	5-15	8-15	5-12
Gifted Elementary	15-75	10-20	10-18	10-18
Gifted Secondary	15-75	10-20	10-18	10-18

*The teacher's register is to carry no less than the minimum CE of any pattern in the chart.

**Sessions with the child for Speech and Language:
20 students (5 sessions/student/week)
25 students (4 sessions/student/week)

45 students (2 sessions/student/week)
90 students (1 session/student/week)

(5) Based on a review of the curriculum in accordance with ‡341.55 of this chapter (relating to curriculum) the programs and services are educationally sound. The Department shall develop and publish guidelines which describe appropriate kinds of curricula and types of services.

(c) Disapproval—Plans which do not meet the requirements of ‡‡341.31 and 341.32 (relating to development and contents of plans) shall be disapproved. Prior to disapproval, appropriate division personnel shall discuss the plan and suggest modifications with appropriate intermediate unit and/or school district personnel.

(d) Hearing—If a plan is disapproved, the intermediate unit shall be entitled to a notice and a hearing in accordance with the Administrative Agency Law (71 P.S. ‡‡1710.1-1710.51) and the General Rules of Administrative Practice and Procedures 1 Pa. Code, Part II.

341.51. Organization

The following organizational patterns will be approved by the Department of Education:

(a) Regular Programs—Regular programs do not qualify for special education funding but may meet the needs of certain exceptional persons. Instruction shall emphasize both subject content and development of special skills in accordance with the student's Individualized Education Program.

(b) Itinerant Programs—Itinerant programs shall be designed:

(1) for students enrolled in regular classes who are generally expected to spend 25 per cent or less of their time with an itinerant special education teacher. The itinerant teacher travels from school to school and instructs students in the development of special skills in accordance with the student's Individualized Education Program.

(2) for students who have multihandicapping conditions enrolled in a special education class and who are required to spend up to 25 per cent of their time in supportive instruction in skill development in accordance with the student's Individualized Education Program. Instruction is provided on an individual or small-group basis by an itinerant special education teacher who travels from school to school.

(c) Resource Room—Resource rooms shall be designed for students who are generally expected to spend 50 per cent or less of their time with the special education teacher, whether in individual or in small-group instruction. Instruction shall emphasize development of special skills in accordance with the student's Individualized Education Program rather than subject content. For the remainder of their time, students are assigned to regular education programs or to other types of special education programs.

(d) Part-time Special Class—Part-time special classes shall be designed for students who are generally expected to spend 50 to 85 per cent of their time with the special education teacher. Instruction shall emphasize both subject content and development of special skills in accordance with the student's Individualized Education Program. Up to 10 per cent of the student time shall be spent in related activities as described under subsection (a) of this section. For the remaining time, students are released to participate in individual work experience, work training or vocational education programs, while their special education teacher is assigned to instruct a second group of students or to perform other responsibilities.

(e) Full-Time Special Class—Full-time special classes shall be designed for students who are generally expected to spend 85 per cent or more of their time with the special education teacher. Instruction shall emphasize both subject content and development of special skills in accordance with the student's Individualized Education Program. The remaining student time shall be spent in related activities, such as art, music, physical education, industrial arts and home

economics, with emphasis on the concept of mainstreaming on an individual or group assignment basis.

341.53. Grouping

(a) Students shall be grouped according to their needs and chronological age in accordance with the following, provided that individual students shall be assigned in accordance with their Individualized Education Program:

(b) Elementary—Elementary programs shall include exceptional school-aged persons up to approximately 12 years and six months of age.

(1) Primary programs, when established, shall include school-aged exceptional persons up to approximately nine years and six months of age.

(2) Intermediate programs, when established, shall include school-aged exceptional persons from approximately nine years and six months to approximately 12 years and six months of age.

(c) Secondary—Secondary school programs shall include exceptional school-aged persons from approximately 12 years and six months to 21 years of age. If the exceptional school-aged person reaches the age of 21 any time after the school year begins, he or she shall be allowed to continue in the program for that entire school year.

(1) Junior high school programs, when established, shall include school-aged exceptional persons from approximately 12 years and six months to approximately 15 years and six months of age.

(2) Senior high school programs, when established shall include school-aged exceptional persons from approximately 15 years and six months to 21 years, or to the end of the school year if the exceptional school-aged person reaches the age of 21 after the school year has begun.

(d) Middle Schools—Middle school programs shall be established by prior approval from the Department of Education in order to meet particular grouping arrangements within these schools.

341.55. Curricula

(a) General Rule—Special education curricula shall be designed to meet the needs of special persons and shall be adapted, wherever possible, from regular curricula.

(b) Integration—Special education curricula shall be designed to coincide with regular education curricula and shall allow for and lead to the integration of school-aged exceptional persons in regular education programs when their needs dictate that regular education curricula is more appropriate.

(c) Life Skills—Special education curricula shall be designed to stress general life skills and to maximize independence for those school-aged exceptional persons who differ to such an extent that their needs dictate curricular offerings different from those in regular education.

(d) Competencies—The curricula shall call for the acquisition of specific competencies in all areas of development, that is, cognitive, language, social, motor, self-help, vocational, and the like, in accordance with the student's Individualized Education Program.

(e) Review—Special education curricula shall be subject to a review at least every two years and to revision as required.

341.57. Personnel

(a) Certification—Professional personnel shall meet the standards as defined in the Department of Education Professional and Staffing Policies and Guidelines for Certification of Professional School Personnel. Teachers shall hold the proper certification for special education assignment.

(b) Paraprofessionals—Paraprofessional and supportive personnel shall be employed in accordance with specific program needs.

(c) Supervision—Supervisory personnel shall be certificated and assigned in accordance with Professional Personnel and Staff Policies and Guidelines for Certification of Professional School Personnel.

(d) In-Service Training—School districts and/or intermediate units shall provide in-service training for teachers (special and regular), principals, administrators and supporting staff responsible for programs for school-aged exceptional persons.

341.58. Instructional Materials, Equipment and Supplies

(a) General Rule—Instructional materials, equipment and supplies provided for exceptional school-aged persons shall be equivalent to those provided for school-aged persons in regular education and of comparable age, grade and interest levels, with such modifications as may be necessary to meet the individual needs of the exceptional school-aged person, and shall be subject to a review and approval by the Department of Education.

(b) Furniture—Furniture shall be suited to the age, size, physical status and individual needs of exceptional school-aged persons and shall be subject to review and approval by the Department of Education.

(c) Special Equipment—Exceptional school-aged persons who require special instructional materials, supplies and equipment shall be provided with these items in accordance with the Individualized Education Program.

341.59. Facilities

(a) General Rule—Special education schools and classrooms shall be comparable to regular schools and classrooms and shall conform to the requirements of school building regulations prescribed by the Department of Labor and Industry.

(b) Conditions—Facilities for special education programs and services shall include proper conditions for lighting (natural and artificial), ventilation, acoustical treatment, heating, storage of materials and adequate supplies to insure a barrier-free learning environment.

(c) Itinerant Staff—Itinerant teachers and specialists shall be provided with suitable and appropriate space for working with exceptional school-aged persons individually or in small groups within a school building.

341.71. Special Education Budgets

(a) Preparation—Each intermediate unit shall prepare annually, in conjunction with its component school districts, a budget for the operation of special education programs and services.

(b) Forms—The budgets shall be prepared on budget forms which identify the costs of intermediate unit special education programs and the excess costs of school district special education programs. For this purpose average daily membership shall be calculated and reported as follows:

(1) **Equivalent full-time** Average Daily Membership (EFT/ADM) in speech and language itinerant service shall be calculated and reported in accordance with ‡2509 of the Public School Code (24 P.S. ‡25-2509).

(2) **Equivalent full-time** Average Daily Membership (EFT/ADM) for all other "itinerant service" shall be four.

(3) **Equivalent full-time** Average Daily Membership (EFT/ADM) for all resource rooms shall be six.

(4) **Equivalent full-time** Average Daily Membership (EFT/ADM) for part-time and full-time special education classes shall be the number of persons assigned multiplied by the percentage of time in special education.

(c) Submission—Prior to funding, each intermediate unit budget shall be submitted to the Department of Education, Division of Special Education. The division shall review budget submissions to insure that requested program funding is reasonable and consistent with the Intermediate Unit Plan for the operation of special education programs and services.

(d) Approval—A budget shall be approved when the fund request is reasonable and conforms to the Intermediate Unit Plan for the operation of special education programs.

(e) Disapproval—The Secretary of Education may disapprove a budget

or a line item in a budget if, after consultation with the Division of Special Education, he or she determines that the request for funding is not reasonable or not consistent with the Intermediate Unit Plan for the operation of special education programs and services.

(1) Prior to disapproval, appropriate department personnel shall discuss the budget and the plan with the appropriate school district and intermediate unit personnel.

(2) If a budget or a line item in a budget is disapproved, the intermediate unit shall be entitled to a notice and a hearing in accordance with the Administrative Agency Law (71 P.S. ‡‡1710.1-1710.51) and the General Rules of Administrative Practice and Procedure, 1 Pa. Code, Part II.

APPENDIX S

NEWLY IDENTIFIED STUDENTS

(BROCHURE)

WHAT DO PARENTS DO IF THEY ARE DISSATISFIED WITH THEIR CHILD'S IEP?

While an IEP is being planned, you can request additional IEP Planning Meetings to discuss your concerns.

If you are not satisfied after you receive a copy of your child's IEP, you are to indicate your dissatisfaction on the Notice of Recommended Assignment. The Notice of Recommended Assignment will be included with the IEP. You must return the Notice of Recommended Assignment to the school district within 10 days if the IEP was received by mail and within 5 days if the IEP was hand delivered.

If you return the Notice and have disapproved of the IEP or placement, then the school district will schedule a meeting with you to discuss your concerns. This meeting is called a pre-hearing conference. Its purpose is to discuss concerns and to resolve differences.

If differences are not resolved at a pre-hearing conference, a hearing will be held. The hearing is presided over by an impartial hearing officer who makes a decision based on the information presented to him or her by the parents and by the school district.

WHO DO PARENTS CONTACT IF THEY HAVE QUESTIONS?

You should call or contact your local school district or the Montgomery County Intermediate Unit if you have any questions.

Prepared by:
Montgomery County Intermediate Unit
Project AID
Federal Grants:
EHA-B Project No. 48-07035-00-000
EHA-B Project No. 48-05023-46-380
PL89-313 Title 1 project no. 48-78039-00-000

IEP

Information for Parents

Newly Identified Special Education Students

In November, 1975, a law was signed called Public Law 94-142. The law guarantees that all exceptional children be given a free public education, suited to his or her own special needs.

Every child receiving special education must have an Individualized Education Program which is designed to meet the unique needs of that child.

This pamphlet has been prepared to provide parents with background information about Individualized Education Programs and to describe parents' roles in the process of writing the I.E.P. and carrying out Public Law 94-142.

WHAT IS AN INDIVIDUALIZED EDUCATION PROGRAM?

An Individualized Education Program (IEP) is a written plan of your child's special education. It is designed to provide a summary of your child's special education program for one year.

EACH IEP MUST INCLUDE:

Present Educational Levels

This is a written explanation of how your child is currently functioning.

Annual Goals

Annual goals are descriptions of what it is hoped your child will learn in a year. Annual goals are based on your child's present educational levels.

Short-Term Objectives

Short-term objectives are the small steps of learning that are necessary to reach annual goals.

Objective Criteria/Evaluation Procedures

Tests or other methods will be used to evaluate your child's progress to see if objectives are being accomplished.

Related Services

Any services provided to meet your child's unique needs.

Primary Assignment

Your child's special education placement and statement of his or her participation in regular education.

Dates for Anticipated Beginning and Duration of Services

The beginning date and expected duration of your child's special education program will be indicated on the IEP.

WHEN IS AN IEP WRITTEN?

An IEP must be written for your child who is newly identified as needing special education before your child can receive special education and related services.

The IEP must be reviewed at least once a year to make sure the program is meeting your child's needs.

ARE PARENTS INVOLVED IN THE IEP PROCESS?

The interest and participation of parents are greatly desired in the planning of an Individualized Education Program.

You will have the opportunity to meet with those persons who are responsible for your child's education. A program will be planned to meet your child's educational needs at that time.

Following the meeting you will receive a copy of your child's IEP. A Notice of Recommended Assignment will also be enclosed. A Notice of Recommended Assignment will notify you of your child's educational placement and describe your rights as a parent with regard to due process procedures.

WHAT DO PARENTS DO IF THEY ARE SATISFIED WITH THEIR CHILD'S IEP?

If you are satisfied with your child's IEP, you are to indicate your approval on the Notice of Recommended Assignment. Return the Notice of Recommended Assignment to your school district as soon as possible.

APPENDIX T

REVIEW/REVISION

(BROCHURE)

WHAT WILL YOU RECEIVE AFTER A REVIEW OR A REVISION OF THE IEP?

Whenever there is a change, the IEP will be rewritten. You will receive a copy of the new IEP including the changes.

Those IEP's which were reviewed will be accompanied by a cover letter informing you of the areas of change. There will be no need for a response to this letter. You only need to keep your new copy of the IEP.

Those IEP's which were revised will be accompanied by a Notice of Recommended Assignment. You must sign the Notice of Recommended Assignment and return it to your local school. You will keep the new IEP for your records.

WHAT SHOULD PARENTS DO IF THEY HAVE QUESTIONS?

Please feel free to call or contact your child's special education classroom teacher, speech clinician, hearing clinician, or vision teacher whenever you have questions.

3/1/78

Prepared by:
Montgomery County Intermediate Unit
Project AID
Federal Grants:
EHA-B Project No. 48-07035-00-000
EHA-B Project No. 48-05023-46-380
PL89-313 Title 1 project no. 48-78039-00-000

IEP

Information for Parents

Review/Revision

An Individualized Education Program (IEP) is designed to meet the unique needs of each exceptional child. Every child receiving special education must have an Individualized Education Program.

This pamphlet has been prepared to inform parents of the process of reviewing and revising Individualized Education Programs.

WHEN DOES AN INDIVIDUALIZED EDUCATION PROGRAM NEED TO BE REVIEWED?

Every IEP must be reviewed at least once a year. This review must occur within one year from the date the IEP was put into effect. However, parents or the school may initiate an IEP review at any time.

HOW IS THE IEP REVIEWED?

The IEP is reviewed at an IEP Planning Meeting. The participants at this meeting must include your child's teacher, a representative of the local education agency (school district), you, the parents, if you wish to participate, and your child, if appropriate.

Your child's progress as well as the seven components of the IEP will be discussed at this meeting. Changes can be made in any of the seven components.

1. *Present Educational Levels* – an explanation of your child's performance in school.
2. *Annual Goals* – what it is hoped your child will accomplish in a year.
3. *Short-Term Objectives* – small steps used to reach annual goals.
4. *Objective Criteria/Evaluation Procedures* – methods used to determine your child's progress toward reaching annual goals.
5. *Related Services* – any services provided to meet your child's unique needs.
6. *Primary Assignment and Statement of Integration* – your child's special education placement and statement of his or her participation in regular education.
7. *Dates* – date of annual review, dates for beginning the program and anticipated duration of the program and services.

Changes in certain components *are considered* a review of the IEP, while, if other changes are made, the IEP is considered to have been revised.

Review is a change of any of these components:

> Present educational levels
> Short-term objectives
> Dates
> Objective criteria/Evaluation

Revision is a change in any of these components:

> Annual goals
> Related services
> Primary Assignment and Statement of Integration

APPENDIX U

LEA MANUAL

(This document is available from ERIC as ED 150-808. The resume appeared in the July 1978 issue of Resources in Education.)

APPENDIX V

LEA REP. TRAINING AGENDA

MONTGOMERY COUNTY INTERMEDIATE UNIT
SPECIAL EDUCATION CENTER • 1605-B WEST MAIN ST. • NORRISTOWN, PA. 19401 • 215-539-8550

PROJECT AID - ASSISTANCE FOR IEP DEVELOPMENT

AGENDA

I. INTRODUCTION

A. Overview of P.L. 94-142

B. Individualized Education Program

1. Components

2. Basic procedures

II. ROLE OF THE PARTICIPANTS IN THE IEP PLANNING MEETING

A. Teacher

B. Member of the evaluation team

C. Any other participant (i.e.)

1. Intermediate Unit consultant
2. Approved Private School consultant
3. VoTech consultant

D. Parent

E. Student, if appropriate

F. LEA Representative

III. TOPICS TO BE DISCUSSED

A. IEP Planning Meeting

1. Initial placement

2. Review/Revision

B. Pre-hearing conference

IV. FORMS

V. WHERE DO WE GO FROM HERE?

A. Review/Revision stage

B. Any other input

VI. QUESTIONS AND ANSWERS

APPENDIX W

LEA REP. MATERIALS

MONTGOMERY COUNTY INTERMEDIATE UNIT
SPECIAL EDUCATION CENTER • 1605-B WEST MAIN ST. • NORRISTOWN, PA. 19401 • 215-539-8550
PROJECT AID: Assistance for IEP Development

PARTICIPANTS IN THE IEP PLANNING MEETING AND THEIR ROLES

I. LEA Representative. Section 341.16 of the State Standards for Special Education define an LEA Representative as, "a representative of the school district or intermediate unit who is qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of the person." The State Guidelines for IEP Development, issued by the Department of Education, state further that "a local education agency representative must be the designee of the chief school administrator. Special education supervisors and principals are recommended for this role. The representative is to be authorized and qualified to provide or to supervise programs designed to meet the special needs of exceptional students." Their suggested responsibilities include the following:

A. the LEA Rep is responsible for arranging the IEP Planning Meeting and notifying all participants. It should be scheduled at a time mutually agreeable to all involved.

B. the LEA Rep should act as chairperson of the IEP Planning Meeting. As chairperson, the LEA Rep should:
   1. introduce the participants and their functions
   2. explain the purpose of the meeting
   3. control the flow of topics to be discussed
   4. mediate when differences of opinion arise about goals, objectives, and appropriate services
   5. be knowledgeable about:
      a. the full range of related services available in their district or educational agency
      b. each participant's role in the IEP Planning Meeting
      c. the state mandated hierarchy of least restrictive environments
   6. provide information about present educational levels, annual goals and short term objectives when appropriate
   7. discern when a meeting(s) has reached its logical conclusion. Agreement is not always necessary
      a. if agreement has been reached, the IEP will be sent to the parent
      b. if no agreement is reached, additional meetings may be scheduled with additional participants, if necessary
      c. if several meetings produce no agreement, and further conferencing appears fruitless the IEP is sent with notification of the parents' right to request a pre-hearing conference

C. in some cases the LEA Rep will also be the person responsible for the implementation o the IEP. This involves assuring that the related services are being delivered and that the annual goals are being addressed.

D. the LEA Rep is also the safeguarder of the entire IEP procedure. As such, he/she is responsible for:
   1. documentation of all communication to parents regarding IEPs for possible use at a hearing. Some of this may be delegated to the teacher of the child, but it is still the ultimate responsibility of the LEA Rep
   2. assuring that all due process procedures are followed from the initial stages of IEP development to the pre-hearing conference. If additional steps are necessary, the chief school administrator must be involved
   3. assuring that students and parents are accorded all of their rights under P.L.94-142

II. Teacher

A. discuss current levels of functioning
B. suggest possible annual goals and short term objectives

III. Member of the Evaluation Team (for new placements)

A. interpret psychological information
B. qualify educational levels
C. suggest appropriate goals and objectives
D. participate in determining primary assignment and degree of integration

IV. Other Participants (i. e. Intermediate Unit consultant, Approved Private School consultant, VoTech consultant)

A. recommend appropriate annual goals and short term objectives
B. participate in determining primary assignment and degree of integration
C. for IU bound students it has been proposed that the IU consultant be responsible for recording the information necessary for a rough draft IEP and delivering the draft to an IU secretary for typing. The planning meeting should not be adjourned until such a draft has been developed

V. Parent and/or student, if appropriate

A. provide information about the child's strengths and weaknesses
B. suggest possible goals and objectives
C. give tentative approval of the proposed IEP and placement

APPENDIX X

LEA REP. TRAINING ASSESSMENT

LOCAL EDUCATIONAL AGENCY REPRESENTATIVE
EVALUATION CRITERIA/NEEDS ASSESSMENT

Date_____

Position_____

Employer_____

Please fill in the following items to assist Project AID in determining whether this workshop has met your needs (first item.) The second item has been included to assist Project AID in meeting whatever your additional needs may be.

1. Understanding of P.L. 94-142

Evaluation Criteria

Inadequate			Adequate
1	2	3	4

Additional Needs

Little			Much
1	2	3	4

2. Role Clarification

a. Teacher
b. Member of Evaluation Team
   1) Intermediate Unit Consultant
   2) Approved Private School Consultant
   3) VoTech Consultant
c. Parent
d. Student
e. Local Educational School Representative

Evaluation Criteria

Inadequate			Adequate
1	2	3	4

Additional Needs

Little			Much
1	2	3	4

3. Ability to Conduct

a. Planning Meeting
   1) Initial Placement
   2 Review/Revision
b. Pre-hearing Conference

Evaluation Criteria

Inadequate			Adequate
1	2	3	4

Additional Needs

Little			Much
1	2	3	4

LOCAL EDUCATIONAL AGENCY REPRESENTATIVE

EVALUATION CRITERIA/NEEDS ASSESSMENT

4. Information on IEP Components

Evaluation Criteria

Inadequate			Adequate
1	2	3	4

Additional Needs

Little			Much
1	2	3	4

Additional Comments:

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APPENDIX Y

APS POLICY

MONTGOMERY COUNTY INTERMEDIATE UNIT
SPECIAL EDUCATION CENTER • 1605-B WEST MAIN ST. • NORRISTOWN, PA. 19401 • 215-539-8550

PROJECT AID - ASSISTANCE FOR IEP DEVELOPMENT

April 20, 1978

To: IU Supervisors, MIT's, Psychologists and Social Workers

From: Barton B. Proger, IEP Coordinator

Re: IEP Consortium Agreement: "IEP Procedures for Students in Approved Private Schools"

For your information, here is the final, official edition of IEP Procedures in APSs for the remainder of this year and the years to come (we hope!). If you have any questions, please contact me.

BBP:es
Enclosure: As above

cc: Dr. D. Harken
Dr. S. Banks
Dr. R. Leiss
Mr. P. Boardman
Mrs. N. Anderson
IEP Trainer/Facilitators

IEP CONSORTIUM

BUCKS COUNTY INTERMEDIATE UNIT
CARBON-LEHIGH INTERMEDIATE UNIT
COLONIAL NORTHAMPTON INTERMEDIATE UNIT
DELAWARE COUNTY INTERMEDIATE UNIT
MONTGOMERY COUNTY INTERMEDIATE UNIT
PHILADELPHIA COUNTY INTERMEDIATE UNIT

March 1, 1978

If any official of an approved private school, district, or intermediate unit wishes to clarify a procedure in any of the above six intermediate units, please feel free to contact:

BUCKS COUNTY:	Paul Goode 1-215-348-2940
CARBON-LEHIGH:	Robert Coad 1-215-799-4111
COLONIAL NORTHAMPTON:	Alfred Stirba III 1-215-759-7600
DELAWARE COUNTY:	R. Brooke Porch 1-215-565-4880
MONTGOMERY COUNTY:	Barton B. Proger 1-215-539-8550
PHILADELPHIA COUNTY:	Judy Featherman 1-215-299-7971

BUCKS COUNTY INTERMEDIATE UNIT
CARBON-LEHIGH INTERMEDIATE UNIT
COLONIAL NORTHAMPTON INTERMEDIATE UNIT
DELAWARE COUNTY INTERMEDIATE UNIT
MONTGOMERY COUNTY INTERMEDIATE UNIT
PHILADELPHIA COUNTY INTERMEDIATE UNIT

March 1, 1978

Dear Approved Private School Director:

This document is the second in a planned series designed to further structure relationships between Approved Private Schools and school districts in the following Intermediate Units: Bucks, Carbon-Lehigh, Colonial Northampton, Delaware, Montgomery and Philadelphia.

These procedures have been agreed to by the Executive Directors, Directors of Special Education, and IEP Coordinators of the above mentioned Intermediate Units.

This document provides recommended procedures to be implemented immediately in the areas of:

A. Newly Entering Students
B. Review of IEPs for Students Already Enrolled in APSs
C. Reevaluation
D. Preschool Programs in APS Settings

A meeting will be scheduled in the near future with representatives from the Pennsylvania Department of Education, APS Directors, and IU Representatives to further discuss the contents of this document.

Sincerely yours,

George E. Raab
Executive Director
Bucks County Intermediate Unit

Jerry B. Stout
Executive Director
Carbon-Lehigh Intermediate Unit

H. Ronald Huber
Executive Director
Colonial Northampton Intermediate Unit

Almon H. Wilson
Executive Director
Delaware County Intermediate Unit

Dennis U. Harken
Executive Director
Montgomery County Intermediate Unit

Bernard Rafferty
Associate Superintendent for
External Operations
School District of Philadelphia

cc: Dr. G. J. Makuch
Mr. E. Mahaney

APRIL 14, 1978

CONSORTIUM AGREEMENT
RECOMMENDED IEP PROCEDURES FOR STUDENTS IN APPROVED PRIVATE SCHOOLS

BUCKS COUNTY INTERMEDIATE UNIT
CARBON-LEHIGH INTERMEDIATE UNIT
COLONIAL NORTHAMPTON INTERMEDIATE UNIT
DELAWARE COUNTY INTERMEDIATE UNIT
MONTGOMERY COUNTY INTERMEDIATE UNIT
PHILADELPHIA COUNTY INTERMEDIATE UNIT

A. NEWLY ENTERING STUDENTS

1. Once it has been determined by the district and Intermediate Unit that there is not an appropriate public school program which will meet the student's individual needs, the district will consider APSs as an alternative.

2. With the identity of the student anonymous, the district will contact the APS official regarding the student's handicapping condition(s) and other relevant details. At that time, each APS will be asked whether or not it has appropriate program and would tentatively agree to accept the student.

3. The district will contact the parents* about possible alternatives and will indicate which APSs appear to be most appropriate. The district will suggest that the parents visit the APSs and will encourage visits to be made as quickly as possible.

   a. If visits are desired:

      1) the district will notify the APS officials of the parents' intent to visit and will identify the parents by name;

*Throughout this document the plural form "parents" is used. It is to be realized, however, that this wording also includes single parents, surrogate parents, and guardians.

2) the parents will be given the names of the APS officials to contact;

3) the parents will make final arrangements for the visits with the APS contact persons;

4) the parents will advise the district when the visits have been completed and will discuss their reactions;

b. If visits are not desired, the parents will consider the APS alternatives and will discuss their reactions with the district.

4. With parent input, the district will determine an appropriate APS for the student. However, the parent will be informed that the APS may not, in fact, accept the student. In that event, another appropriate APS will be considered.

5. The district will notify the selected APS that it has been identified as the recommended APS for submission to the Pennsylvania Department of Education and that an IEP Planning Meeting will be scheduled.

6. After securing written parental permission, the district will send appropriate records of the student to the APS contact person for review. The APS will notify the district whether or not the student is acceptable for placement. If the student is rejected, the APS will send written documentation of the reasons for rejection to the district.

7. The district will contact the parents regarding a mutually agreeable time and place for an IEP Planning Meeting.

8. The district will send a written notice to the APS and to the parents inviting them to the IEP Planning Meeting.

9. The IEP Planning Meeting will be held with the district representative, the parents (if they desire to attend), the student's teacher, an APS representative (if they desire to attend) and any other appropriate persons. If possible, the Notice of Recommended Assignment (Due Process Notice) should be signed by the parents at the conclusion of the meeting.

10. The district will send the IEP to the APS. If the APS has a question about the IEP, then the APS will contact the district within five (5) days of receipt.

11. After waiting 5 days from the estimated date of receipt (see Step 10), the district will send the Notice of Recommended Assignment (Due Process Notice), to the parents for signature if it was not signed at the IEP Planning Meeting. The IEP will accompany the Notice of Recommended Assignment.

12. After the Notice of Recommended Assignment has been signed by the parents, the district will initiate the DEBE-448 and forward it to the Intermediate Unit, along with the Notice of Recommended Assignment, which includes the IEP and other required documentation.

13. After reviewing the entire set of documents, the IU will complete the DEBE-448 and return all items to the district.

14. The district will forward the entire set of documents to the Pennsylvania Department of Education (PDE) for approval.

15. PDE will act upon the application within 15 days of receipt and will notify theparents, the IU, the district, and the APS of the application's status.

B. REVIEW OF IEPs FOR STUDENTS ALREADY ENROLLED IN APSs (Section 121a.347b1 and 2 of P.L. 94-142)

1. The district will notify the APS regarding the requirement to initiate and conduct reviews of IEPs for students from that district.

a. If the APS is required by the district to initiate and conduct such IEP reviews, then in each case:

1) the APS will schedule an IEP Planning Meeting at the mutual convenience of the parents, the APS, and the district;

2) the APS will send written notification of the meeting to the parents and the district;

3) the APS will make available to the district all reports and evidence of the student's current level of functioning;

4) the APS will convene the IEP Planning Meeting;

5) the APS will write the IEP in accord with formats agreed upon by the IEP Consortium*;

6) the APS will send the completed IEP to the district for approval or modification;

7) the district will notify the APS regarding the district's approval or modification of the IEP.

b. If the district decides to initiate and conduct such IEP reviews, then, in each case:

---

*All approved private schools located within an Intermediate Unit will use the IEP forms adopted by that Intermediate Unit for all their students. Other Intermediate Units and School Districts will accept those forms in lieu of their own, e.g. a private school located in Bucks County will use Bucks County IEP forms and those forms will be accepted by districts in Carbon-Lehigh Intermediate Unit, Colonial Northampton Intermediate Unit, Montgomery County Intermediate Unit, Delaware County Intermediate Unit and Philadelphia County Intermediate Unit.

1) the district will schedule an IEP Planning Meeting at the mutual convenience of the parents, the APS, and the district;

2) the district will send written notification of the meeting to the parents and the APS;

3) the APS will make available to the district all reports and evidence of the student's current levels of functioning;

4) the district will convene the IEP Planning Meeting;

5) the district will write the IEP in accord with agreed upon formats;

6) the district will send a copy of the completed IEP to the APS;

7) the APS will contact the district within five (5) days of receipt of the completed IEP, if there are any questions.

2. The district will send to the parents a copy of the district-approved IEP.

a. If the review has not resulted in any changes which require a Notice of Recommended Assignment (Due Process Notice), then the IEP will be implemented.

b. If the review has resulted in changes which require a Notice of Recommended Assignment (Due Process Notice) and parental signature was not already obtained at

the conclusion of the IEP Planning Meeting, then the district will also enclose this Notice with the revised IEP for parental signature.

1) If the parents approve, then the revised IEP will be implemented.

2) If the parents do not approve, then the district must schedule a Pre-Hearing Conference within ten (10) days of receipt of the disapproval.

C. REEVALUATION (Section 341.17, Pennsylvania Standards for Special Education)

1. At least once every two years the district or the APS at the request of the district will complete a reevaluation of each student's documented cumulative record for the review and/or revision of the IEP. This reevaluation must be completed by a team composed of a certified public school psychologist, the present teacher of the student, and a supervisor of special education or a school administrator or another person knowledgeable about the program and service options which may be appropriate for the person. (Sections 341.13.g and 341.17). Data on current performance in all areas of programming must be made available to the team by the APS and the district.

2. Upon reviewing the cumulative data, the team will decide whether or not additional assessment is required.

3. The evaluation team will carry out the reevaluation in accord with Section 341.17b and will issue documentation which will contain, at the minimum, the composition of the team and the recommendations for the student.

4. Upon completion of the reevaluation, the IEP Planning Meeting will be convened as stipulated under Part B, "Review of IEPs for Students Already Enrolled in APSs."

5. The APS will initiate the DEBE-448A upon completion of the IEP review and parental signature on the Notice of Recommended Assignment (Due Process Notice).

D. PRESCHOOL PROGRAMS IN APS SETTINGS

1. Newly Entering Children: The IEP, Notice of Recommended Assignment, and DEBE-448 procedures for school-age students described above (Part A: Newly Entering Children) should be followed for preschool children, with the additional stipulation that the I.U. Case Manager must also be directly involved. The Intermediate Unit will then send the documentation package to the Pennsylvania Department of Education.

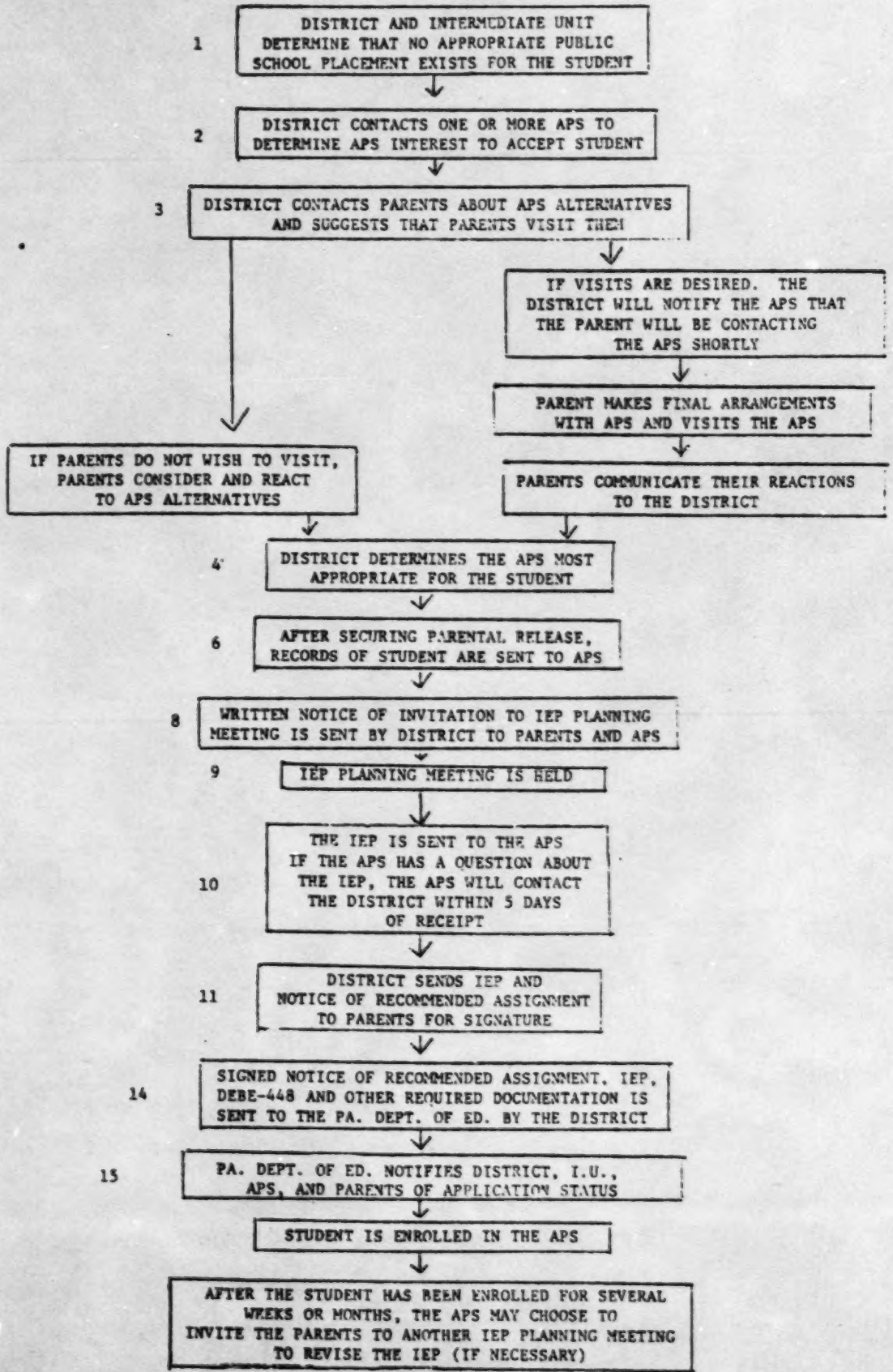
2. Children who will be of school-entry age the next school year:

   a. The I.U. Case Manager will contact the district during spring of the school year to notify them regarding children presently enrolled in the APS through a DEBE-448 who will be school-entry age for the next school year.

b. The district will follow usual procedures for public school placement of school-age handicapped children as specified in Pennsylvania Standards for Special Education.

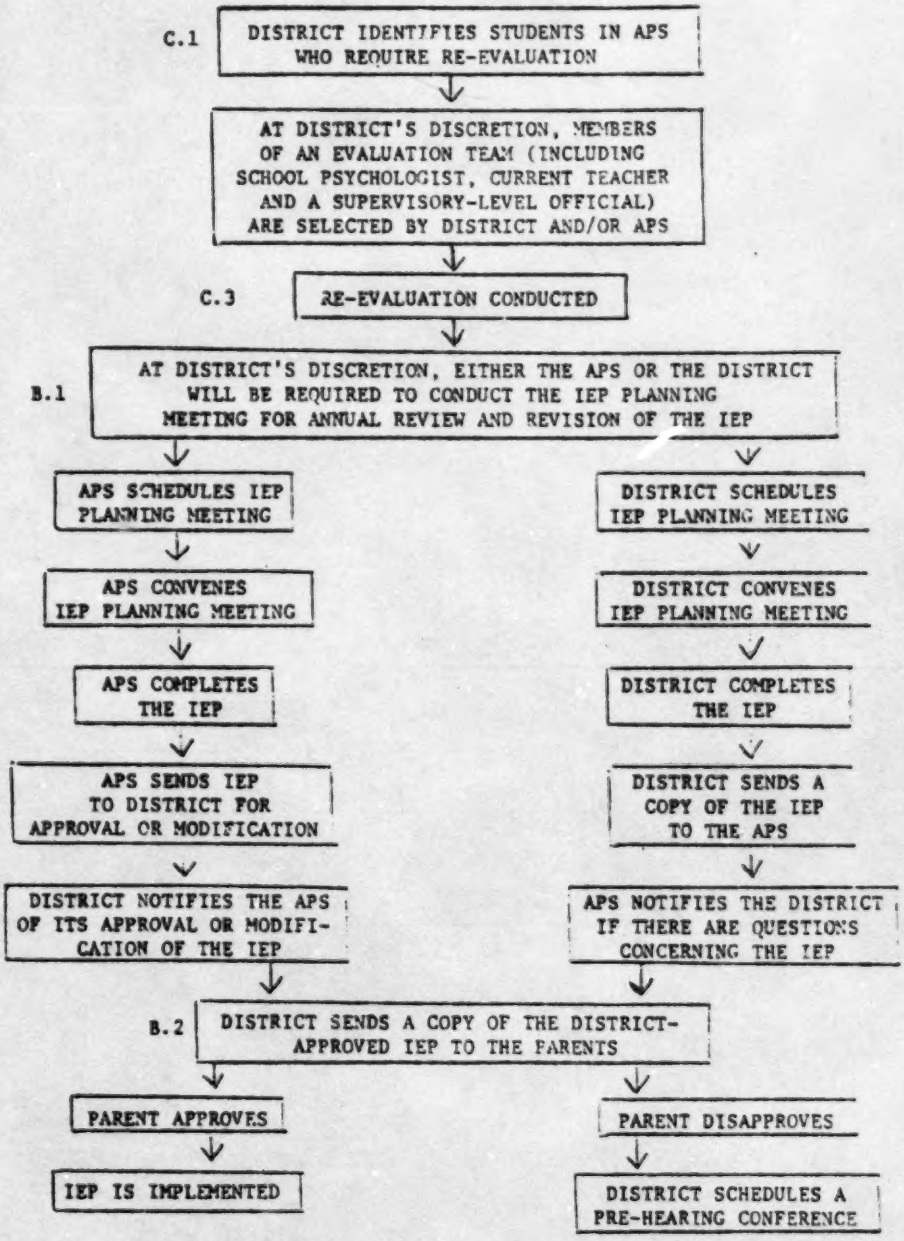
c. The APS will initiate a DEBE-448A if it is determined after reevaluation that the student will remain in the APS.

Overview of
IEP Procedures For New Students
Entering Approved Private Schools
(Refer to Part A of Text For Complete Set of Steps)


1
DISTRICT AND INTERMEDIATE UNIT DETERMINE THAT NO APPROPRIATE PUBLIC SCHOOL PLACEMENT EXISTS FOR THE STUDENT
2
DISTRICT CONTACTS ONE OR MORE APS TO DETERMINE APS INTEREST TO ACCEPT STUDENT
3
DISTRICT CONTACTS PARENTS ABOUT APS ALTERNATIVES AND SUGGESTS THAT PARENTS VISIT THEM
IF VISITS ARE DESIRED. THE DISTRICT WILL NOTIFY THE APS THAT THE PARENT WILL BE CONTACTING THE APS SHORTLY
PARENT MAKES FINAL ARRANGEMENTS WITH APS AND VISITS THE APS
IF PARENTS DO NOT WISH TO VISIT, PARENTS CONSIDER AND REACT TO APS ALTERNATIVES
PARENTS COMMUNICATE THEIR REACTIONS TO THE DISTRICT
4
DISTRICT DETERMINES THE APS MOST APPROPRIATE FOR THE STUDENT
6
AFTER SECURING PARENTAL RELEASE, RECORDS OF STUDENT ARE SENT TO APS
8
WRITTEN NOTICE OF INVITATION TO IEP PLANNING MEETING IS SENT BY DISTRICT TO PARENTS AND APS
9
IEP PLANNING MEETING IS HELD
10
THE IEP IS SENT TO THE APS IF THE APS HAS A QUESTION ABOUT THE IEP, THE APS WILL CONTACT THE DISTRICT WITHIN 5 DAYS OF RECEIPT
11
DISTRICT SENDS IEP AND NOTICE OF RECOMMENDED ASSIGNMENT TO PARENTS FOR SIGNATURE
14
SIGNED NOTICE OF RECOMMENDED ASSIGNMENT, IEP, DEBE-448 AND OTHER REQUIRED DOCUMENTATION IS SENT TO THE PA. DEPT. OF ED. BY THE DISTRICT
15
PA. DEPT. OF ED. NOTIFIES DISTRICT, I.U., APS, AND PARENTS OF APPLICATION STATUS
STUDENT IS ENROLLED IN THE APS
AFTER THE STUDENT HAS BEEN ENROLLED FOR SEVERAL WEEKS OR MONTHS, THE APS MAY CHOOSE TO INVITE THE PARENTS TO ANOTHER IEP PLANNING MEETING TO REVISE THE IEP (IF NECESSARY)

OVERVIEW OF PROCEDURES FOR RE-EVALUATION AND
IEP REVIEW AND REVISION FOR CONTINUING APS PLACEMENTS

(Refer to Parts B and C of Text for
Complete Set of Steps)


C.1
DISTRICT IDENTIFIES STUDENTS IN APS WHO REQUIRE RE-EVALUATION
AT DISTRICT'S DISCRETION, MEMBERS OF AN EVALUATION TEAM (INCLUDING SCHOOL PSYCHOLOGIST, CURRENT TEACHER AND A SUPERVISORY-LEVEL OFFICIAL) ARE SELECTED BY DISTRICT AND/OR APS
C.3
RE-EVALUATION CONDUCTED
B.1
AT DISTRICT'S DISCRETION, EITHER THE APS OR THE DISTRICT WILL BE REQUIRED TO CONDUCT THE IEP PLANNING MEETING FOR ANNUAL REVIEW AND REVISION OF THE IEP
APS SCHEDULES IEP PLANNING MEETING
APS CONVENES IEP PLANNING MEETING
APS COMPLETES THE IEP
APS SENDS IEP TO DISTRICT FOR APPROVAL OR MODIFICATION
DISTRICT NOTIFIES THE APS OF ITS APPROVAL OR MODIFICATION OF THE IEP
DISTRICT SCHEDULES IEP PLANNING MEETING
DISTRICT CONVENES IEP PLANNING MEETING
DISTRICT COMPLETES THE IEP
DISTRICT SENDS A COPY OF THE IEP TO THE APS
APS NOTIFIES THE DISTRICT IF THERE ARE QUESTIONS CONCERNING THE IEP
B.2
DISTRICT SENDS A COPY OF THE DISTRICT-APPROVED IEP TO THE PARENTS
PARENT APPROVES
IEP IS IMPLEMENTED
PARENT DISAPPROVES
DISTRICT SCHEDULES A PRE-HEARING CONFERENCE

APPENDIX Z

PROJECT MITER NEEDS

ASSESSMENT FORMS

AND RESULTS

(This document is available from ERIC as ED 159-842. The resume appeared in the February 1979 issue of Resources In Education.)

APPENDIX A-2

MONTHLY TRAINING GRIDS

PROJECT AID - ASSISTANCE FOR IEP DEVELOPMENT AUGUST 207

TRACKING SYSTEM FOR MANAGEMENT PURPOSES

TRAINING PROGRAMS

	IU	SCHOOL DISTRICT	APS
EDUCATIONAL AGENCY REPRESENTATIVES			
TEACHERS		16	
PARENTS			
PSYCHOLOGISTS			
GUIDANCE SOCIAL WORKERS			
OTHERS		2	

TOTAL TRAINED 18

TRACKING SYSTEM FOR MANAGEMENT PURPOSES

TRAINING PROGRAMS

	IU	SCHOOL DISTRICT	APS
EDUCATIONAL AGENCY REPRESENTATIVES	8	33	5
TEACHERS	130	184	74
PARENTS			
PSYCHOLOGISTS		18	5
GUIDANCE SOCIAL WORKERS	2	29	1
OTHERS	190	13	6

TOTAL TRAINED 698

TRACKING SYSTEM FOR MANAGEMENT PURPOSES

TRAINING PROGRAMS

	IU	SCHOOL DISTRICT	APS
EDUCATIONAL AGENCY REPRESENTATIVES	4	5	
TEACHERS	21	182	7
PARENTS	52	194	1
PSYCHOLOGISTS		2	
GUIDANCE SOCIAL WORKERS	4	1	
OTHERS		1	1

TOTAL TRAINED 475

TRACKING SYSTEM FOR MANAGEMENT PURPOSES

TRAINING PROGRAMS

	IU	SCHOOL DISTRICT	APS
EDUCATIONAL AGENCY REPRESENTATIVES	32	37	1
TEACHERS	63	101	11
PARENTS	87	67	97
PSYCHOLOGISTS	11	14	
GUIDANCE SOCIAL WORKERS	4	10	
OTHERS	41	29	1

TOTAL TRAINED 606

TRACKING SYSTEM FOR MANAGEMENT PURPOSES

TRAINING PROGRAMS

	IU	SCHOOL DISTRICT	APS
EDUCATIONAL AGENCY REPRESENTATIVES	2		
TEACHERS	72	67	
PARENTS		52	
PSYCHOLOGISTS		2	
GUIDANCE SOCIAL WORKERS		16	
OTHERS	7	30	

TOTAL TRAINED 248

PROJECT AID - ASSISTANCE FOR IEP DEVELOPMENT JANUARY 212

TRACKING SYSTEM FOR MANAGEMENT PURPOSES

TRAINING PROGRAMS

	IU	SCHOOL DISTRICT	APS
EDUCATIONAL AGENCY REPRESENTATIVES	20	122	
TEACHERS	46	65	
PARENTS			
PSYCHOLOGISTS		8	
GUIDANCE SOCIAL WORKERS	1	21	
OTHERS	15	20	

TOTAL TRAINED 318

PROJECT AID - ASSISTANCE FOR IEP DEVELOPMENT FEBRUARY

TRACKING SYSTEM FOR MANAGEMENT PURPOSES

TRAINING PROGRAMS

	IU	SCHOOL DISTRICT	APS
EDUCATIONAL AGENCY REPRESENTATIVES	1	24	
TEACHERS	46	87	
PARENTS			
PSYCHOLOGISTS	1		
GUIDANCE SOCIAL WORKERS		12	
OTHERS	14	3	7

TOTAL TRAINED 195

PROJECT AID - ASSISTANCE FOR IEP DEVELOPMENT MARCH 214

TRACKING SYSTEM FOR MANAGEMENT PURPOSES

TRAINING PROGRAMS

	IU	SCHOOL DISTRICT	APS
EDUCATIONAL AGENCY REPRESENTATIVES	1	1	
TEACHERS	11	96	
PARENTS			
PSYCHOLOGISTS		2	
GUIDANCE SOCIAL WORKERS		9	
OTHERS	20	15	

TOTAL TRAINED 155

PROJECT AID - ASSISTANCE FOR IEP DEVELOPMENT APRIL 215

TRACKING SYSTEM FOR MANAGEMENT PURPOSES

TRAINING PROGRAMS

	IU	SCHOOL DISTRICT	APS
EDUCATIONAL AGENCY REPRESENTATIVES		8	
TEACHERS		194	19
PARENTS		5	
PSYCHOLOGISTS		1	3
GUIDANCE SOCIAL WORKERS		16	1
OTHERS		15	33

TOTAL TRAINED 295

PROJECT AID - ASSISTANCE FOR IEP DEVELOPMENT

216

TRACKING SYSTEM FOR MANAGEMENT PURPOSES

MAY

TRAINING PROGRAMS

	IU	SCHOOL DISTRICT	APS
EDUCATIONAL AGENCY REPRESENTATIVES			1
TEACHERS	10	84	18
PARENTS			
PSYCHOLOGISTS			
GUIDANCE SOCIAL WORKERS		5	
OTHERS		10	16

TOTAL TRAINED 144

PROJECT AID - ASSISTANCE FOR IEP DEVELOPMENT

TRACKING SYSTEM FOR MANAGEMENT PURPOSES

JUNE 217

TRAINING PROGRAMS

	IU	SCHOOL DISTRICT	APS
EDUCATIONAL AGENCY REPRESENTATIVES			
TEACHERS		31	
PARENTS			
PSYCHOLOGISTS			
GUIDANCE SOCIAL WORKERS			
OTHERS			

TOTAL TRAINED 31

APPENDIX B-2

TELEPHONE SURVEY OF

IEP METHODS

MONTGOMERY COUNTY INTERMEDIATE UNIT
SPECIAL EDUCATION CENTER • 1605-B WEST MAIN ST. • NORRISTOWN, PA. 19401 • 215-539-8550

January 30, 1978

Dear Director of Special Education,

The Montgomery County Intermediate Unit, Norristown, Pennsylvania has conducted a telephone survey to determine how various educational agencies throughout the country are dealing with the IEP process. This initial survey, in which many of you participated, dealt mainly with mechanical operations such as forms, methods of duplication, number of copies required, consistency of format and any problems related to these areas. We have enclosed a summary of the results for your review. The summary is divided into two parts. Page 1 summarizes information received from eighteen nationwide contacts. Pages 2 and 3 summarize information received from the twenty-nine Intermediate Units within the State of Pennsylvania. We are disseminating this information to educational agencies in each state, as well as the Pennsylvania Intermediate Units.

We found this information about mechanical operations to be very helpful in designing our duplication and distribution procedures for the coming year. We feel that the nationwide effort to implement P.L. 94-142 has progressed to the point where an additional survey concerning personnel considerations and the scheduling of IEP reviews would yield equally useful result. If you would be kind enough to complete and return the enclosed survey form we would be glad to share the results with you when they are tabulated.

Thank you for your interest and cooperation.

Sincerely,

Phil Juska
Sheila Mazzoli

Phil Juska
Sheila Mazzoli
IEP Trainer/Facilitators

/abc

Enclosures

cc: Dr. Harken
Dr. Banks
Dr. Leiss
Dr. Proger

IEP Survey

Name _____ Agency _____

1. What is your special education population? (include gifted and speech if they need IEP's in your state) _____

2. Will you maintain a professional staff to deal with IEPs? _____
   How many? _____

3. If you answered "yes" to the first part of question 2, please list their titles and responsibilities.

   _____

   _____

   _____

   _____

   _____

4. Will you maintain a clerical staff to deal with IEPs? _____
   How many? _____

5. Please list their responsibilities. _____

   _____

   _____

6. How are you scheduling the reviews and/or revisions of IEPs?

   _____

   _____

   _____

7. Who is responsible for this scheduling? _____

8. Are IEP reviews being aligned with psych. review dates? _____

9. If not, how will you mesh the IEP review and psychological reevaluation every three years (every two years in Penna.)? _____

   _____

10. Additional comments or concerns. _____

    _____

    _____

    _____

    _____

APPENDIX C-2

NATIONAL SURVEY

SUMMARY OF RESULTS

MONTGOMERY COUNTY INTERMEDIATE UNIT
SPECIAL EDUCATION CENTER • 1605-B WEST MAIN ST. • NORRISTOWN, PA. 19401 • 215-539-8550

January 30, 1978

PROJECT AID - ASSISTANCE FOR IEP DEVELOPMENT

TO: IU Supervisors, MIT's, Psychologists, Social Workers and IEP Trainer/Facilitators

FROM: Barton B. Proger, Phil Juska and Sheila Mazzoli

RE: Results of IEP Survey

Earlier this school year Project AID conducted a telephone survey to determine how various educational agencies throughout the country are dealing with the IEP process. In our initial effort we were mainly concerned with mechanical operations such as forms, methods of duplication, number of copies required, consistency of format and any problems related to these areas. We have enclosed a summary of the results for your review. The summary is divided into two parts. Page One summarizes information received from the twenty-nine Intermediate Units within the State of Pennsylvania.

We are currently disseminating this information to educational agencies in each state, as well as the Pennsylvania IU's. Included in the package they will receive is a second survey dealing with personnel considerations and the scheduling of IEP reviews. When the new survey is returned to us, it will be tabulated and made available to you.

/abc

Enclosures

SURVEY RESULTS

18 NATIONWIDE CONTACTS RANKED BY SIZE OF SPEC. ED. POPULATION

LOCATION	Population	How many pages to your IEP?	How many copies are made?	How do you make copies?	How are they prepared?	Does speech use same forms?	What is average speech caseload?	Are individual programs allowed to alter forms?	What problems have you had to deal with re: IEP?
Seattle, Washington	14,000	2	4	NCR	TYPED OR HANDWRITTEN	NO	?	YES, THEY HAVE THE OPTION TO USE THEIR OWN.	PAPERWORK - DISTRICT COOPERATION
Mont. Co., Maryland	10,000	2	3	NCR	"	YES	70	NO	CONFERENCE TIME LEGAL INTERPRETATIONS
Hartland, Iowa	9,000	2	2	XEROX	"	NO	70	SOME HAVE ADDED A BEHAVIOR-MOD. SECTION	REGULAR EDUCATORS
Grand Rapids, Mich.	8,500		3	NCR	"	DOES NOT NEED IEP	75	NO	REFERRAL PROCESS
Cheektowaga, N.Y.	7,500	2	4	NCR	"	"		NO	PAPERWORK
Kansas City, MO.	7,000	2	3	NCR	"	YES	40-50	NO	PAPERWORK ADVOCATES DISTRICT COOPERATION
Flint, Michigan	6,500	1	3	NCR	"	YES	75	SOME DISTRICTS HAVE ALTERED THE FORMS	REGULAR EDUCATION RESOURCE ROOMS
Patchogeau, N.Y.	6,500	1	5	NCR	"	NO	90	NO	TIME
Albuquerque, N.M.	6,000	4	1	XEROX	"	YES	25	YES	PAPERWORK TEACHER SKILLS
Mobile, Alabama	6,000	1	2	XEROX	"	NO	75		TIME
Oakland, Calif.	6,000	3	3	NCR	"	YES		NO	ACCEPTANCE OF PROCESS
Portland, Oregon	6,000	2	3	NCR	"	SPEECH IS A RELATED SERVICE	40	NO CONTROL OVER SCHOOL DISTRICTS	PAPER AND PRINTING-
Gretna, La.	5,000	1	4	NCR	"	NO - THEY USE A CHECKLIST		NO	TIME REVISION PROCESS
Toledo, Ohio	5,000	2	3	XEROX	"	NO.	75	NO	CONFERENCE TIME TEACHER'S UNION
Tulsa, Oklahoma	4,500			XEROX	"	NO	75	NO	TIME UNION PRESSURE PARENTAL DEMANDS
Vancouver, Wash.	3,000	4	4	XEROX	"	NO	60	WITH APPROVAL	TEACHER RESISTANCE
Joliet, Illinois	1,000	2	5	XEROX	"	YES	30	NO CONTROL OVER SCHOOL DISTRICTS	REGULAR EDUCATION SUPPORT SERVICES
Med-ford, Oregon	1,000	2 to 6		XEROX	"	NO	40	EXPERIMENTING - WILL CHOOSE ONE.	MIGRANT, CASELOADS USING 6 DIFFERENT FORMS

SURVEY RESULTS
PENNSYLVANIA IU's - RANKED BY SIZE OF SPEC. ED. POPULATION

IU	LOCATION	HOW MANY PRESENTLY IN YOUR IEP?	HOW MANY CARBON ARE MADE?	HOW DO YOU MAKE COPIES?	HOW ARE THEY PREPARED?	DOES AGENCY USE YOUR IEP FORMS?	WHAT IS AVERAGE CASELOAD?	ARE INDIVIDUAL PROGRAMS ALLOWED TO ALTER FORMS?	WHAT PROBLEMS HAVE YOU HAD TO DEAL WITH REGARDING IEP?
3	Pittsburgh/Allegheny		4	NCR	TYPED OR HANDWRITTEN	YES	90	ONLY DISTRICTS	TEACHERS HESITANT AT FIRST TO MANY CHANGES FROM HARRISBURG
26	Philadelphia	2	4	NCR	"	YES		NO	
22	Bucks County	3	4	NCR	"	YES		ONLY DISTRICTS	TEACHER TIME COMMUNICATING THAT THE IEP IS A LEGALLY REQUIRED
1	California	3	5	XEROX	"	NO	75	NO	TEACHER TIME DISTRICT COOPERATION
2	Pittsburgh/Mt. Olive		3	XEROX	"	YES	60	NO	TEACHER TIME PARENT ACCEPTANCE
13	Lancaster	3	2	XEROX	"	NO	80	ONLY DISTRICTS	ITINERANT CASELOADS PAPERWORK
25	Delaware County	3		NCR	"				PAPERWORK
7	Westmoreland	3	3	NCR	"	YES		NO	COORDINATE TIME PAPERWORK REGULAR EDUCATION
8	Appalachia	3	3	NCR	"	YES	50	YES	PAPERWORK ADVOCATES REGULAR & GIFTED ED.
5	Northwest Tri-County	2	4	NCR	"	YES	75	NO	TEACHER TIME DISTRICT COOPERATION
15	Capitol Area		3	XEROX	"	YES		YES	
A	Northeastern	3	4	NCR	"	YES		ONLY DISTRICTS	WRITING TIME CONCEPT OF SUMMARY DOCUMENT ADVOCATES
23	Montgomery County	3	5	NCR	"	YES	75	ONLY DISTRICTS	
12	Lincoln	3	3	NCR	"	YES	90	ONLY DISTRICTS	PAPER WORK
18	Luzerne	3	4	NCR	"	YES	60	NO	ITINERANT CASELOADS, SCHEDULING TIME, NO UPDATES LEA REPS, NEXT YEAR?
4	Midwestern	3	3	XEROX	"	YES		NO	DISTRICT COOPERATION
21	Carbon-Lehigh	2	4	NCR	"	NO		FORMS ARE RECOMMENDED	
14	Berks County	3	2	XEROX	"	YES	75		OBJECTION WRITING REVISION PROCESS COORDINATING TIME

SURVEY RESULTS
PENNSYLVANIA IU's - RANKED BY SIZE OF SPEC. ED. POPULATION

IU	LOCATION	HOW MANY TIMES IN YOUR IEP?	HOW MANY COPIES ARE MADE?	HOW DO YOU MAKE COPIES?	HOW ARE THEY PREPARED?	DOES SPEECH ONLY HAVE IEP FORMS?	WHAT IS AVERAGE SPEECH CASELOAD?	ARE ANNUAL PROGRESS ALLOWED TO ALTER FORMS?	WHAT PROBLEMS HAVE YOU HAD TO DEAL WITH REGARDING IEP?
6	Clarion Manor		2	XEROX	TYPED OR HANDWRITTEN	NO	100	YES	10 TOSH SCHOOLS PRIVATE SCHOOLS
17	B.L.S.T. (Williamsport)	3	2	XEROX	"	YES	60	NO	TEACHER TIME PAPERWORK NEXT YEAR?
20	Colonial - North Hampton	3	2	NCR	"	YES	90	YES	PAPERWORK ASSESSMENTS
27	Beaver Valley	3	2	NCR	"	YES		NO	WRITING TIME PARENT APATHY
28	Armstrong-Indiana	3	4	XEROX	"	YES	90	YES	RESPONSIBILITY FOR JOINT PLACEMENTS
16	Susquehanna		6	NCR	"	YES	75	GIVEN 3 OPTIONS	PAPERWORK TEACHER ELIGIBILITY
9	Seneca Highlands	3	3	XEROX	"			NO	CHANGES FROM MEETINGS PARENTAL DEMANDS
10	Central		4	NCR	"	YES	80	ONLY DISTRICTS	TEACHER TIME COMPLETING TIME
29	Schuylkill County		4	XEROX	"	YES	90	YES	
11	Tuscarora	3	2	XEROX	"	NO	80	NO	OBJECTIVE WRITING
24	Chester County		3	NCR	"	NO		NO	SEARCH CASELOAD PAPERWORK